

# GRADUATE STUDIES

THE SCHOOL OF GRADUATE & PROFESSIONAL STUDIES  
TUBMAN BOULEVARD, SINKOR  
MONROVIA, LIBERIA



## ACADEMIC CATALOG REVISED MARCH 2017

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## MESSAGE

I am excited to be a part of a highly motivated and professional team of educators at Cuttington University.

The volume before you represents the considered academic plan for those interested in developing their minds, hewing their skills and enhancing their acumen in the various disciplines of choice at our undergraduate program in Suakoko. As a premier university (better than the rest) seen in this region of Africa, we strive even for the unprepared to succeed, the prepared to advance, and the advanced to excel.

I am confident that at Cuttington you will find a good tradition of academic discipline and institutional care to make your experience of tertiary education fortifying and rewarding.

May your academic journey be filled with fruitful encounters enabling you to speak, read, think and write well, so that you might contribute well your quota to national development.

The Board of Trustees joins me in wishing you a most exhilarating experience at Cuttington on our main campus in Suakoko.

Sincere, as ever,

Herman B. Browne, BA.Th, B.D, AKC, Ph.D

**PRESIDENT**

## **VICE PRESIDENT FOR ACADEMIC AFFAIRS CUTTINGTON UNIVERSITY MESSAGE**

Higher Education institutions are pivotal in setting the pace for a nation's transformational growth and development. The viability and sustainability of a nation's vision, mission and values strategically depend on higher education institutions through research. This challenge extensively rests on the graduate and post graduate programs of any nation.

One of Liberia's greatest challenges is to invest in curriculum development through which functioning, purposeful educational materials can be developed and used appropriately to contribute to the educational system and nation building. This is not the era for universities to be working in isolation. There is a dire need for drastic attempts to be undertaken in the direction of intellectual collaborative partnerships such as material development, collaboration in visioning, writing and quality assurance, developmental testing which will contribute significantly to empowerment, commitment, collaborative learning, experience sharing and awareness raising. This challenge goes to the Cuttington University's School of Graduate and Professional Studies and other graduate programs in Liberia. Our educational programs must be purposeful and directional with the goal for meeting the man-power development needs of the nation.

The educational programs are designed to equip the graduate student with the necessary tools to meet the challenges of the global community in the 21<sup>st</sup> Century. The Department of Academic Affairs and the Administration of the University challenge you to drink deep and well at the fountain of knowledge at the Graduate School.

I am exceedingly overwhelmed by the level of success the Graduate School has made during these difficult years in our history. The Administration of the University owes our success to the Board of Trustees, the Government of the Republic of Liberia, the Government of the United States of America, the European Union, the Alumni Association, the Faculty and Staff and all of the Philanthropic Organizations that have contributed to our struggle in coming thus far.

Theodore T. Brown, Sr., B. Sc, M.A, LHD  
**Vice President for Academic Affairs**

## **VICE PRESIDENT FOR SCHOOL OF GRADUATE & PROFESSIONAL STUDIES WELCOME STATEMENT**

I write to welcome you to the Cuttington University Graduate School & Professional Studies. Your decision to enroll at the Graduate School is one of the right decisions you have made in your life time.

Cuttington University started a Graduate School & Professional Studies in 2004 to respond to the demand for high-level trained workforce for the reconstruction of a new Liberia in the 21<sup>st</sup> Century.

As Liberia experiences transformation, the Graduate School has, and continues to produce highly competitive graduates with requisite knowledge and competences to propel and sustain the engine of transformation. Your challenge is to commit your time and take advantage of the opportunities and fully utilize the resources available.

I wish you a successful and rewarding sojourn at this noble institution.

Frederick S. Gbegbe, Sr., B.Sc, M.Sc, Ph.D  
**Vice President for Academic Affairs**

## MISSION STATEMENT

The founding mission of Cuttington's School of Graduate & Professional Studies eleven years ago was and still is to recruit and admit students of intellectual promise and professional leadership potential to train in advanced modern theory and methods for careers in policy analysis generally, and specifically in Theology, Education, Business and Health Sciences within government and private sector institutions. The School of Graduate & Professional Studies continues to enhance its capacity to develop high level skill and expertise in these disciplines.

Cuttington's Graduate School is one of most innovative and distinctive master's programs in post-conflict Liberia which provides the foundations for a smaller number of students to pursue more advanced international studies at the doctoral level, mainly for employment in universities, governments, research institutes and other institutions involved in different aspects of sustainable policy. A such, the programs seek to strengthen the instructional and research capacity of those few self-selected agents of change who will shape the human resource shortage in this country and reduce the need for Liberians to purchase training abroad when services of comparable quality are available at home and at reasonable and affordable cost.

Establishing a graduate program in post-conflict country is a crucial decision. Hence, after thirteen years of continuous fine-tuning, we can say with some pride that the School of Graduate & Professional Studies has developed a reputation for imbuing its graduate with the confidence, flexibility, intellectual curiosity and resourcefulness that can only come about from immersion in a reputable, intensely rigorous, competitive, contextually optimal and high quality study programs. We can throw modesty aside and say that Cuttington University School of Graduate & Professional Studies seeks continuous improvement in the distinction of its management, the caliber of its students, the effectiveness of its pedagogy, and the service to its growing constituency.

## **1.0 INTRODUCTION TO THE SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES**

The Cuttington University's School of Graduate and Professional Studies was founded by Cuttington University, formerly Cuttington University College, as a contribution of the Episcopal Church of Liberia in buttressing the efforts of government in post-conflict human resource development with a clear mission. The purpose is to create a one that would rank with the best in sub-Saharan Africa. The School of Graduate and Professional Studies is a unique and innovative undertaking as well as a timely institutional response to the human resource shortage problem in post-war Liberia. It offers Masters' Programs that meet international standards, are relevant to Liberian and African needs and can eventually be sustained from local resources. We are determined to seek and train potential and future professional leaders who will assume leadership roles in universities, research institutes, public sector policy departments, central and commercial banks, and the private sector. In other words, we target positions that will play a critical role in providing governments and corporate entities with informed policy options for effective governance and management.

The Hallmark of Cuttington University's School of Graduate and Professional Studies is its singular commitment to academic rigor demonstrated in research. A quality program that meets international professional standards is important not only intrinsically, but also to build up local support and lay the basis for long-term sustainability. Towards this end, our programs undergo periodic reviews by competent and motivated faculty from some of the most prestigious academic institutions in Africa, America and Europe. The sole purpose being to ensure that the academic standards of our programs consistently conform to the best in Sub-Saharan Africa.

## **2.0 OBJECTIVES**

The objectives of the Cuttington University's School of Graduate and Professional Studies are two-fold:

- To train exceptional and forward thinking individuals, mid-career managers, and policy makers in advanced theory and methods, mainly for policy analysis, good governance and economic management within governments, but also for employment in the private sector and universities; and
- To provide the foundations for a smaller number who can subsequently undertake more advanced study at the doctoral level.

## **3.0 STUDENT BODY**

The majority of students come from Liberia's universities. While the student body is composed mainly of local students, the Graduate School is increasingly becoming attractive to students from other parts of the continent as well as overseas.

## **4.0 MANAGEMENT**

These unique programs are collaboratively managed by the Office of the Vice President for Graduate School and Professional Studies in close liaison with the Office of the Vice President for Academic Affairs – the chief academic officer of the University.

## 5.0 OFFICE OF ADMISSIONS AND RECORDS

The Office of Admissions and Records is responsible to maintain all academic records of students entering Cuttington University. The office has representatives at all levels of the University – Associate in Kakata, Undergraduate in Suakoko and Graduate in Monrovia. In addition, the office gathers records of all those attending certificate and diploma programs at Cuttington University. All personnel of the Office of Admissions and Records are expected to maintain the highest possible ethical standards. Any employee found guilty of fraudulent acts may be dismissed immediately or other consequence as determined by the Administration of Cuttington University.

The Goal of the Office of Admissions and Records is to retain accurate records of all students entering and leaving the walls of Cuttington University. These records are to be kept safe and secure for retrieval when needed. To this end the employees will:

- Participate in the entry process which includes entrance testing, interviews and other guidelines as stipulated by academic divisions of the university.
- Maintain and update academic files so that they can be retrieved with ease.
- Provide courteous service to all who enter the office with questions and requests.
- Demonstrate honesty and integrity in dealing with records.

Despite the Graduate School being under the same banner as the undergraduate and Junior College, the information as applies to this section of Cuttington University differs commensurately with the educational level as a graduate school. The cardinal ideal as stated earlier remains the hallmark of the Admissions and Records Offices regardless of their level and location. Cuttington University Graduate School is committed to providing quality education to all who enter for study. The university firmly believes that learning is continuous, and therefore subscribes to the notion of lifelong learning. Each applicant is reviewed carefully based on entrance requirements as defined by the university. In choosing its students, Cuttington does not discriminate on the basis of race, gender, religion, national origin, or personal disabilities. All students admitted are screened on the Cuttington University Graduate Record Examination as determined by the Office of Admissions and Records assisted by the Graduate School's Admission Committee.

Cuttington University Graduate School is an academically “quality-driven” institution which provides professional people from all sectors in Liberia and from other parts of Africa and the world, access to quality higher education in an effort to enhance professional skills and personal development. It reserves the right to grant or deny admission based on the guidelines set below.

## CURRICULUM

The programs in Business Administration offer relevant courses leading to the award of MBA degrees in the following: Accounting, Economics, Finance, Marketing, and Management, while the Public Administration programs offer relevant courses leading to the award of MPA degrees in the following: Public Sector Administration, Human Resource Administration, Local Government and Rural Development Administration, and Public Procurement Administration.

The Graduate Programs in the School of Health Sciences offer relevant courses leading to the award of M.N. degree in Nursing Administration and Nursing Education, a M.P.H. degree in Community Health, Epidemiology, and Health Care Policy and Management, , and a M.Sc. degree in Environmental Science.

The programs in the School of Education also offer relevant courses leading to the award of M.Ed. degree in Educational Planning and Educational Administration and Supervision, and a M.A. degree in Teaching, Administration in Higher Education, and Curriculum Studies and Instruction.

The programs in the School of Theology offer relevant courses leading to the award of M.A. degree in Biblical Studies, Historical Theology, Systematic Theology, and Pastoral Theology.

The approved professional graduate programs are designed to help the students develop the habits of orderly inquiry that will sustain their interest in learning far beyond the formal experience of graduate study. The graduate experience will give students solid foundation leading to professional growth and development. Cuttington University Graduate School will achieve this broad goal by offering the following programs for national and international students:

M.B.A./M.P.A./M.N./M.P.H/M.Sc./M.Ed. and M.A. Programs will normally consist of one and the half to two years (3-4 semesters of course work (sixteen months) including a project or thesis (four months);that is, it assumes that students should have a general education drawn from broad academic areas, as well as specialized training in one major department, and that students should have the liberty within certain established guidelines and consultation with their faculty advisors, to select their own course of study.

All students are held responsible for the degree requirements in effect at the time of entrance; however if a student drops for a semester or more and returns, he/she will be accountable for the degree requirements in effect at the point of return. Only upon appeal of the individual student to the Academic Standing Committee could there be any deviations from this policy. Such an appeal must be submitted within one semester after the date of return and the Committee will decide each case upon its own merits.

## **ENROLLMENT PROCEDURES AND PRACTICES**

Applications for admission to the graduate degree levels at Cuttington University should be directed to:

The Office of Admissions  
Cuttington University Graduate School  
Monrovia  
P.O. Box 10-0277  
1000 Monrovia 10, Liberia

West Africa

Website: [www.cuttingtonuniversity.edu.lr](http://www.cuttingtonuniversity.edu.lr)

Email: [admissions@cuttingtonuniversity.edu.lr](mailto:admissions@cuttingtonuniversity.edu.lr) or \_\_\_\_\_

Graduate School (Monrovia) Telephone: \_\_\_\_\_

Students seeking admission to the University must present evidence of having graduated from a recognized school.

Admission in Cuttington University Graduate School is of two types:

### **Examination Admission**

This process is of twofold. Candidates seeking admission into the Graduate School through examination must sit a pass the Cuttington University Graduate Records Examination (CUGRE). Upon being listed successful from the CUGRE, candidates are then required to submit their academic credentials for inspection and subsequent scheduling of interview by the various schools at Cuttington's Graduate Program. These interviews are conducted by Deans of Schools, Chairpersons of Departments or fulltime faculty advisors who then recommend the terms of a student's admission into the graduate program.

### **Credential Admission**

This form of admission does not require the candidate sitting the Cuttington University Graduate Records Examination (CUGRE). However, candidates in this category must have gained admission into a recognized graduate program and completed a semester with an average of not less than 3.00. Others in this category are masters and doctorate degree holders with credentials for well recognized and fully accredited Masters or Doctorate Degree Program. These candidates are also required to submit their academic credentials for inspection and subsequent scheduling of interview by the various schools at Cuttington's Graduate Program which are then carried out by Deans of Schools, Chairpersons of Departments or fulltime faculty advisors who that recommend the terms of a student's admission into the graduate program.

## **FORMS OF ADMISSIONS**

Students entering the graduate school could be given conditional admission which requires the student to enroll in and pass one or several courses as prescribed as the condition of the student's admission with a minimum of "B" grade. The course(s) may not form a part of the student's program checklist but is/are deemed necessary based on the review of student's transcript, performance during the interview and the requirement of the program the student wishes to enroll. A regular/outright/full admission requires no additional courses. This means that the student is allowed to go directly into his/her program of student.

## **EXEMPTION AND TRANSFER OF CREDITS FOR TRANSFER STUDENTS**

Cuttington University Graduate School accepts only those students from institutions recognized and accredited by the National Council for Higher Education. For students wishing to transfer from a school located outside of Liberia, schools must provide credible evidence of accreditation by

a recognized body in their home country. The University will only accept transfer students whose previous college records are satisfactory. Only courses with a grade of “B” and above are transferable. Additionally, only a maximum of 9 credit hours can be accepted from any transcript. Exemption with or without credit may be granted to students from other institutions. This provision is to provide exemption for the student for courses which may be duplicated at Cuttington University Graduate School.

Applications submitted for transfer are reviewed by the Admission Office and forwarded to the respective Schools for interview and evaluation. Applicants must satisfy Cuttington University requirements for entrance and for graduation. In addition to the general requirements, transfer students must submit transcripts for evaluation and verification. For institutions outside of Liberia, a valid mailing address, email address and phone number of the admission office of that institution is a must requirement to facilitate the verification process.

The Cuttington University Graduate School admits students who wishing to transfer from other graduate programs into its graduate programs. Students transferring to the Graduate School must have satisfactory graduate school from recognized and duly accredited graduate programs. The maximum number of credits accepted from a student’s academic records is nine credit hours (9 CRHRS) or three courses.

All students pursuing their second degree (first master’s degree) are required to submit original copies of the undergraduate transcripts along with a copy of their degree and their original for verification. Only candidates with credentials from duly accredited institutions of higher learning are eligible for the CUGRE. Prospective graduates from undergraduate programs who sit the CUGRE will not be interviewed or admitted into the Graduate School. All candidates must present their receipt and a valid identification/ identification card on the day of the test. The minimum acceptable grade point average required on the transcript for admission at the Graduate School is 2.5. All candidates who will be listed successful from the test are compelled to submit the following admission documents before being scheduled for interview:

1. Three Letters of Recommendation (one from Church or Mosque, Community and University attended)
2. A photocopy of first degree earned
3. An original sealed-up copy of transcript from the Admissions Office
4. Two long manila folders (Please do not write on them.)
5. A two-page handwritten essay stating your goals and ambitions and some reasons why you are interested in pursuing a Master’s degree.

Please note that the Graduate School is accepting GMAT Scores. All successful candidates missing their interview must re-sit the CUGRE.

For candidates wishing to acquire a second master degree, the following are required:

1. a photocopy of first and second degrees earned
2. an original sealed-up copy of transcript from the Admissions Office

Every student who files an application is considered for admission. The application process is as follows:

1. Submit evidence of appropriate level completion. See the office for detailed list of documents needed.
2. Submit non-refundable application fee.
3. Successfully pass the University entrance examination and interview.

## FOREIGN STUDENTS

A foreign student is an individual whose country of origin is not Liberia. S/He should meet all of the requirements as any other student who seeks admission. In addition s/he should submit:

1. Evidence of proficiency in the use of the English language.
2. Authorized school records with notarized translation (if necessary);

## STUDENTS ATTENDING NON-DEGREE SEMINARS AND WORKSHOPS OR DIPLOMAS AND CERTIFICATE PROGRAMS

Any applicant wishing to attend non-degree seminars, workshops or certificate programs at Cuttington University Graduate School and Professional Studies may enroll in such programs, but this in no way qualifies that individual for entry into the graduate programs. These students must make formal application for admission to the Office for Professional Studies and meet the following requirements:

1. Meet all the prerequisites for the program of enrollment
2. Not be a degree seeking candidate;

## RE-ADMISSION

Students who were separated from the University for two semesters or more must apply for re-admission to the Office of Admissions and Records. However, re-admission will not apply to a student who has separated from the University for three years (six semesters) consecutively. Student in this case will be admitted as a new student and s/he will have to take the entrance examination and sit for interview. Students must meet the requirements for re-admission as prescribed by the academic policy.

These students will be required to pay a re-admission fee along with a letter requesting re-admission. These letters are addressed to:

The Office of Admissions  
 Cuttington University Graduate School  
 Monrovia  
 P.O. Box 10-0277  
 1000 Monrovia 10, Liberia  
 West Africa  
 Website: [www.cuttingtonuniversity.edu.lr](http://www.cuttingtonuniversity.edu.lr)  
 Email: [admissions@cuttingtonuniversity.edu.lr](mailto:admissions@cuttingtonuniversity.edu.lr) or \_\_\_\_\_  
 Graduate School (Monrovia) Telephone: \_\_\_\_\_

As long as students are in continuous residence from the date of entry, they will be held accountable for the degree requirements in effect at the time of entry; however, once they have separated from school and there is a change in requirement before they return to school, they will

be accountable for the degree requirements in effect at the time of return. Deviations from this policy will be permitted only upon appeal of the individual student to the ASC within one semester after the date of return. The ASC will decide each case upon its individual merits. The decision on re-admission by the Academic Standing Committee will be final.

## **REGISTRATION PROCEDURES**

### **FINANCIAL INFORMATION**

All fees are payable at the time of registration. No candidate will be recommended for a degree until all required fees have been paid. The university cannot be held responsible for adding to an official graduation list the name of any candidate who pays fees after the list has been submitted to the Board of Trustees. Following the payment of all required fees, and upon approval of the Faculty Senate, the candidate will be recommended for the degree as of the date of the next regular meeting of the Board of Trustees at which time the awarding of degrees is a part of the agenda.

### **PRE-REGISTRATION**

Prior to registration in each semester, the university publishes a “Schedule of classes” for the ensuing year. The schedule lists the selection of courses to be offered, including details about meeting times, locations, days and credit hours. Some courses are normally offered in alternate semesters or years.

Thus, students are required to confer with their advisors early in the year, and regularly thereafter, to plan their educational program so as to take advantage of alternating semester and year offerings, as well as class scheduling projections. Students enrolled presently are required to file a completed trial schedule and course request form (control sheet) during the pre-registration period. The Academic Year Calendar lists opening and closing dates. It is each student’s responsibility to have timely, regular, and participatory attendance in classes (see Attendance Policy). Failure to complete the said process results in a fine of \$50.00 for late preregistration.

### **REGISTRATION**

Students are encouraged to register in person. The periods for registration are stated in the calendar. Students should have their advisors assist them in the selection of courses.

### **LATE REGISTRATION**

Registration for any course for credit has to be completed within a week after the classes have started each semester. Anyone who seeks to register after that date must apply to the ASC; the ASC would examine the circumstances, which necessitated the late registration and may decide to permit registration with a fee to be determined by the Finance Office.

### **CLASS LIMITATION**

No less than five (5) students should be enrolled in a class in order for that class to hold. This class limitation applies to all semester and all schools.

### **CHANGES IN STUDENT SCHEDULES – DROP AND ADD**

Students may drop or add a course within the specified dates allowed on the academic calendar (second week after the first day of class). To do so, students must file with the Registrar’s Office a

form describing the change. The form must be signed by the student, the instructor of the course added and/or dropped, the student's advisor, and the Dean of the School and then submit to the Office of Admissions.

Students will not be allowed to add any course after this period, but a student may drop a course after this period and at least a month before the administration of the final examination for the course. Nevertheless, the student incurs full financial liabilities for the course after a period of three weeks of instruction. No course may be added or dropped without following the above procedure. A grade of "F" will be awarded in cases where students absent themselves from a class without observing the official drop or withdrawal process.

### **CANCELLED CLASSES**

Cuttington University Graduate School reserves the right, when necessary, to discontinue classes or alter the schedule. If a class is discontinued, students will be informed before the Drop& Add period is concluded, so that they can register for alternative or comparable courses without penalty

### **ACADEMIC GUIDANCE**

Cuttington University Graduate School recognizes the importance of sound, consistent advice to students; to achieve their educational goals. Thus, the University strives to provide an academic guidance system within which each student is assured academic guidance throughout his/her academic sojourn. ALL STUDENTS SHOULD HAVE FACULTY ADVISORS IN THE APPROPRIATE DEPARTMENTS. Ultimately, the student is responsible for his/her choices at the university.

### **FULL-TIME CLASS LOAD –GRADUATE LEVELS**

During any given semester, full-time academic load is **9 to 13 credit hours**. The advisor is expected to determine the proper course load within those limits. With the permission of the advisor, Dean of School and Vice President for Graduate School and Professional Studies a student who HAS ABOVE BOTH CUMULATIVE AND PAST SEMESTER GRADE POINT AVERAGES OF 4.0 may carry a load of two additional credit hours, with additional charges for these extra hours. No student at the Graduate School is allowed to carry **less than 6 credit hours or two courses** during any given semester. The Admission Office reserves the right to delete from a student's account any unauthorized overloads at any time in the semester with appropriate documentation to the Office of the Vice President for Graduate School.

### **CLASSIFICATION OF STUDENTS - GRADUATE**

Students are not classified according to credit hours earned at Cuttington University and completion of the aptitude exam known as Triads. The classification of freshman, sophomore, junior, and senior, does not exist at the Graduate School. There are only graduating seniors or final year students who are at the verge of completing their course of study for graduation with minimum of 36 credits hours.

### **CONTINUOUS ATTENDANCE**

Students are expected to maintain continuous attendance in the university with no break in semesters. Students are given a course guide by their department advisor or dean when they are admitted. The course guide presents a plan for continuous attendance.

A student, who takes a break from the University for One Semester or more, may find changes to the curriculum in the course guide. Some courses may have been replaced or dropped from the curriculum. In such cases, the student has to follow the new course guide as his/her entry date has changed from the original date of entry to the date of re-admittance.

## VACATION SCHOOL

Cuttington University conducts a five or six-week vacation school program. The session is held between the close of the regular academic year and the opening of the next academic year. The vacation school is ordinary (but not compulsory) function of Cuttington University Graduate School, and therefore all students must meet and follow the regulations and procedures that have been established by the University.

Considering the intensive nature of the vacation school, a student who misses three (3) class lectures will be automatically dropped from the course with an “F” grade, or withdrawal from the course. Courses with less than five students will be cancelled. Attending vacation school is optional.

## GRADING SYSTEM – GRADUATE SCHOOL

At the end of each semester, a student will receive, for each course pursued, a grade evaluating the work done during that period. These evaluations are made in terms of letter grades: A, excellent; B, good; C, D and F failure. For incomplete work, instructors may assign an I or Incomplete. This indicates that the grade will be changed by the third week of the next semester. When a student withdraws from a course after the add & drop period and presents the appropriate withdrawal form, the student is assigned a W, or Withdraw.

Academic grade point averages are computed by assigning quality points as follows:

<u>Letter Grade</u>	<u>Description</u>	<u>Quality Points</u>
A	Excellent	4
B	Good	3
C, D., F	Not Accepted. The course will be repeated.	

In order to determine academic standing or eligibility for graduation, a student’s cumulative grade point average is computed by dividing the total quality points earned by the number of credit hours earned in those courses submitted in fulfillment of degree requirements.

## REPEATED COURSES

Once a student repeats and earns a higher grade in a course in which a “C” or “F” was earned, the earlier grade and hours will not be removed from the transcript but will not form part of the computation for the cumulative grade point average at the point of graduation. An “R” representing “Repeat” will be reflected on the student’s transcript.

## WITHDRAWAL FROM COURSE WITH NOTATION OF “W”:

A student may drop a course with the permission of the advisor during the first two weeks of classes without a notation of “W” given.

A student may also withdraw from a course at the time of pre-registration (for the next semester) at the middle of the semester provided his course load remains normal. The student will receive a notation of “W”.

### **WITHDRAWAL FROM THE UNIVERSITY**

A student is expected formerly to inform the University of his/her intent to withdraw from the university. This is done by completing a withdrawal clearance form available from the Registrar’s Office. After obtaining clearance as indicated, he will be permitted to withdraw. A student may not withdraw more than two times during his/her stay at Cuttington. A student who withdraws officially may return at the beginning of the following semester by writing to the Vice President for Academic Affairs or the Registrar.

A student who fails to withdraw officially from the University as stated above will be given a failing “F” grade in all courses he/she was doing at the time of leaving. The student must repeat the said course(s) and earn a minimum grade of ‘B’.

### **CORRECTION OF FINAL GRADE**

After submitting to the Office of Admissions and Records a grade for the class for the semester, no instructor may carry out any correction without the written permission of the Vice President for Graduate School and Professional Studies, who must be convinced of the reason for changing the grade. Such changes must be made not later than three weeks after the resumption of the next semester.

The procedure for requesting grade changes is as follows:

1. The student contacts the instructor of the disputed grade.
2. The instructor will then secure a Change of Grade Request and relevant documentation to show just cause.
3. After completion, the form is signed by the instructor and forwarded to the Office of the Dean of the School for review and Signature and forwarded to the Office of the Vice President for Graduate School and Professional Studies. The Office of Vice President for Graduate School and Professional Studies after review, and approval, forwards approved changes to the Registrar’s office
4. The appropriate changes will be entered on the transcripts of student by the end of the semester during which the request was made.
5. In the event of denial at any stage, the student must repeat the said course and earn a minimum grade of ‘B’.

### **ACADEMIC STANDING**

In order to remain in good academic standing, a student must maintain a minimum cumulative GPA of 3.00. Students who do not meet this minimum requirement will have their academic records reviewed by the Academic Standing Committee in accordance with the following policy:

## **RECORDS**

### **Student Records**

Upon written request, current and formerly enrolled students at Cuttington University who owe no financial obligations to the University are entitled to transcripts of their academic record. The issuance of transcripts for the Cuttington Junior College, Undergraduate Degree and Cuttington University Graduate School will be charged fees. Contact the Office of Admissions and Records for more information. Telephone requests for transcripts cannot be honored. All written requests should be sent to the Office of Admissions and Records. It is against the Policy of the University to issue official transcripts to students. Official transcripts are submitted directly to the school or organization at the student's written request.

### **Academic Record**

Once a student has graduated from the University, no changes may be made in his/her academic record.

## **CATEGORIES OF STUDENTS**

### **Regular Students**

Students who are admitted by the Admissions Committee as degree candidates are regular. With students carrying less than 6 credits, the graduate school does not give honor but only special recognition to the student with the highest average (4.00) at the time of graduation.

## **GRADUATION**

### **Application for Degrees**

A student who expects to graduate must file application for the degree in the Registrar's Office on or before the time published by the office. All candidates will have copies of their degree and transcript attached to their graduation application forms and all Chairpersons, Deans, and the Vice President for Graduate School as strongly requested to review same are the university reserves the right to conduct additional verification on a student's credential before and after the commencement convocation and can at any time before said degree is given to a candidate cancel or revoked the degree on grounds To receive a degree the candidate must have completed all work required for graduation at least 36 hours prior to the scheduled meeting of the University Faculty Senate voting on the candidates for degrees. A candidate who fails to submit all required work for the degree as stipulated will be recommended for the for the following year. The university cannot be held responsible for adding to the official graduation list the name of any candidate who submits thesis, etc. after the list has been submitted to the Board of Trustees. All grades for graduating seniors must be tabulated and submitted to the Registrar's Office at least one (week) before the Faculty Senate Approval meeting. Candidates for graduation must pay in full all current debts to the University at least one week before the Board of Trustees Clearance meeting.

## **TRANSCRIPTS**

Procedure for processing transcripts and Letters of Credence

No transcript or letter of credence will be processed and issued hastily, except for urgent requests from the President's office or that of the Vice President for Academic Affairs. Anyone who desires a transcript or letter of credence must submit a formal request and wait for at least two weeks to provide enough lead-time to expedite the request. Emergency requests will be handled on a by-case basis. Letters of credence are provided to students who have recently graduated and have not received their graduation diplomas.

Letters of attestation by the Vice President for Academic Affairs are provided to graduates whose records cannot be located due to reasons of natural disaster or war or have not been signed. Generally, those students who attended during the years when the institution moved locations may be victims in that tragedy. The Admissions Office will make concerted efforts to locate any records that establish residence or graduation. This includes, but is not limited to, identifying and contacting former classmates and instructors.

## **ACADEMIC STANDING COMMITTEE AND ACADEMIC REGULATIONS**

### **FUNCTION OF THE ASC**

The function of the Academic Standing Committee consists of the following:

1. Recommendation to the Curriculum Committee of proposed changes in curriculum.
2. Recommendation to the Faculty Senate regarding the academic standing and eligibility of any student to receive the degree.
3. Investigation and clarification of academic rules involving students on probation and those in good standing.
4. Transfer of credit from other academic institutions.
5. Handling of any exemptions for individuals to the published curricula reviewing academic records with warnings, etc. and recommendation to the Vice President for Academic Affairs, to suspend or drop students.
6. Readmission of former students.
7. Handling of cases of academic dishonesty (plagiarism and/or cheating).

### **AREAS OF RESPONSIBILITY**

1. Permission given or withheld for:
  - a. Academic overloads or under-loads
  - b. Independent study for credit during the vacation school.
  - c. Transfer of credits from other institutions
  - d. Exemption from required courses;
  - e. Exemption of credit by other special arrangement;
  - f. Readmission of any former student of the University after dropping out for one or more semesters;
  - g. Dropping any course after the established drop date;
  - h. Special arrangements to meet graduation requirements when a student fails to graduate on schedule because of a lack of an hour or so, or lack of a point or so, or both.
2. Recommendations regarding:
  - a. Suspension or dismissal of any student for academic reasons for action by the University Administration;

- b. Imposition of consequences for penalty for cheating, plagiarism, or any form of academic dishonesty;
  - c. Retention of a student who is on academic probation; in particular courses or designation as a special student enrolling in particular courses or designation as a degree candidate;
3. Formulation of policies, procedures, or recommendations to proper bodies in connection with all of the above maintained areas and in connection with:
    - a. Probation regulations and enforcement thereof;
    - b. Clarification of students: freshmen, sophomores, etc;
    - c. Class absences and penalties;
    - d. Auditing of courses;
    - e. Grading systems, points, etc;
    - f. Grades of Incomplete; and

## OTHER ACADEMIC MATTERS

Any other Academic Matters which are not mentioned above.

A non-degree student may not hold office in any campus organization; nor be the official university representative to any interuniversity conference.

**Exchange Students** - Students from other universities or colleges who spend a semester or two at Cuttington University but are not seeking a degree from the University may be classified as exchange students.

**Auditing Students** - Students who audit a class for no grade are classified as auditing students. Auditing students must have the required prerequisites for the courses they wish to audit and must pay full tuition for the courses they audit.

**Auditing students** are admitted by the Vice President for Academic Affairs in consultation with the Registrar.

**Remedial students** are not students of the university but enrolled in a program run by the university.

### Definition of Plagiarism:

“The act of plagiarism or appropriating the ideas, writing, or inventions of another without due acknowledgement, especially the stealing of passages either word for word or in substance, from the writings of another and using them as one’s own” (Funk & Wagnalls’ Unabridged Dictionary). Examples of plagiarism are expanded to include the following: copying someone else’s words verbatim without using quotation marks and acknowledging the source; paraphrasing someone else’s work without crediting him/her; rewriting borrowed materials by merely altering the word here or there without giving credit; buying a term paper and passing it on as one’s own;

downloading or cutting test directly from online sources without proper acknowledgement; copying a classmate's work or using a former student's paper; making up a citation or make up data and even self-plagiarism (submitting a work for a course that was written for a previous course).

### **PUNISHMENT FOR PLAGIARISM AND ACADEMIC MALPRACTICES**

- a. First offense: student will receive F grade in the course
- b. Second offense: student will be suspended for one (1) year.
- c. Third offense: student will be permanently expelled from the University.

The first and second offenses do not have to occur in the same course.

### **OTHER ACTS OF ACADEMIC DISHONESTY**

Other acts of academic dishonesty include making alterations on the student's official records, gaining entrance to Cuttington by producing false documents or giving misleading or wrong information, etc. which are handled by the ASC. Appropriate penalties are levied and a decision made to expel a student is made as a recommendation to the Vice President for Academic Affairs.

### **PROCEDURE FOR HANDLING CASES OF ACADEMIC DISHONESTY**

- a. An instructor convinced that plagiarism or cheating has occurred, reports the matter in writing to the Chairman of the ASC as soon as possible with evidence to support his/her charges.
- b. Upon receiving the report, the Chairman of the ASC may take the case directly to the ASC or appoint a sub-committee for investigation.

This sub-committee may consist of (1) Chairman of ASC or his designate who will be chairman of the sub-committee (2) student's academic advisor, department head, or college dean and (3) another ASC member. The sub-committee takes evidence from the instructor hears the student's side and if necessary collect other needed evidence from other students, etc., and makes a report to the ASC. The ASC would then hear the report of the sub-committee and decide what action to take.

A case brought to the chairman cannot be dismissed until the whole committee has received the case or report presented by the sub-committee.

- a. The chairman of the ASC writes a letter to the student informing him of the decision of the ASC. Copies of the letter would also be sent to the Registrar for the student's file, student's advisor, and the instructor who made the charge
- b. The student may ask for reconsideration of the decision of the ASC, if the decision was based on the sub-committee's report, and request a hearing before the whole committee. A decision of the ASC, after such a hearing, is final.
- c. In cases where the student is to be suspended or dismissed from the university, the approval of the Administration is necessary and the ASC's recommendation would be forwarded to the Vice President for Academic Affairs.

### **OTHER DISCIPLINARY MATTERS**

1. If found guilty a student charged with a disciplinary offense will be suspended for a period ranging from one semester to two years depending on the gravity of the offense.
2. Suspension for disciplinary offences for periods ranging from two (2) to six (6) weeks still stands as given in the Student Handbook.
3. A student, readmitted after suspension, must provide some evidence about his/her reformation or change of character in the form of conduct certificates from his/her employees, parents and/or immediate relatives.
4. If a readmitted student is guilty of any offense, academic or disciplinary, he/she will be expelled permanently from the University.
5. Rules 9 and 10 of Part A will apply to all readmitted students.
6. The Academic Standing Committee (ASC) reserves the right to deny readmission to any individual who applies for readmission. The readmission of students for disciplinary reason will not be approved until the case has been heard by the appropriate Disciplinary Committee.

## MISCELLANEOUS INFORMATION

### **Students' Responsibility to Know Academic Rules**

It is the students' responsibility to become familiar with the academic regulations of the University, which are made available in this Catalog or Students' Handbook and library. Ignorance of the regulations excuses no student from the consequences.

## 6.0 THE SCHOOLS AND PROGRAMS

The Cuttington University Graduate School and Professional Studies has four schools and diverse programs. The schools are as follows:

- Business and Public Administration
- Health Sciences
- Education
- Theology

We opted to offer the diverse programs through carefully established and aforementioned schools that would recruit and hire the faculty renowned for intellectual excellence to effectively deliver the curricula that had been designed to the standards we required. In these schools, we boosted the pedagogical requirements necessary for a sound, innovative and internationally competitive degree programs. We remain true to these aspirations today. A distinguished feature of our programs is the emphasis on understanding the problems and unique challenges of sub-Saharan African countries.

The curricula were developed by the Faculty Senate of Cuttington University under the stewardship of the Vice President for Academic Affairs. The 18-month programs are designed to provide the students with a thorough grounding in their disciplines and a mastery of the respective issues with them. The programs contain a rigorous staple of fundamental courses, and a research thesis.

## **6.1 THE SCHOOL OF BUSINESS & PUBLIC ADMINISTRATION**

The School of Business and Public Administration is headed by a dean and assisted by three chairpersons. All of the areas of application in the School are further divided into three departments, namely, (1) Accounting/Finance (2) Management, Economics and Marketing, and (3) Public Administration Department. Each chairperson is charged with the oversight responsibility of each department. To ensure entry into each of the above programs, the student must sit entry examination (the GRE/GMAT) and demonstrate a high level of proficiency as determined by the Graduate School. The next step is to sit for an entry interview after which a

letter of acceptance will be given to the student. However, in the interview, if the student does not show a high level of proficiency, the area of weakness will require that the student do a 500 remedial course with at least a “B” grade.

The requirements for granting a master’s degree in each program, the student must write a letter stating that they have completed the required 36 credit hours as stipulated the Graduate School, and therefore should be granted a degree. This letter will be carefully checked and approved first by the chairperson and the Dean. The student should have written a thesis as a major requirement for graduation at this university.

The School of Business and Public Administration have the following administration staff and full-time/part-time lecturers. The school has a dean assisted by three chairpersons. The Dean’s Office is managed by an administrative assistant to the Dean. The School of Business and Public Administration has the total of 23 instructional staff (full-timers – 15, and part-timers – 8).

## **DEPARTMENT OF ACCOUNTING & FINANCE**

### **INTRODUCTION**

The Department of Accounting and Finance under the School of Business & Public Administration of Cuttington University Graduate School and Professional Studies offer Master of Business Administration (MBA) Degrees in Accounting and Finance. The Programs serve Liberians and students from the world at large by cultivating business knowledge in Accounting and Finance, and ethical judgment in our students and society through innovative research and teaching.

### **VISION**

The goal of the Department of Accounting and Finance is to have our students and people accept and adopt a new way of training to measure, reward and recognize leaders based on training and evaluation of sustainable ethical behavior and sustainable organizational performance.

### MISSION

The Accounting and Finance Programs serve Liberians and students from the world at large by cultivating business knowledge in Accounting and Finance, and ethical judgment in our students and society through innovative research and teaching.

### PROGRAM OUTCOMES

The students will be proficient in the areas of studies (Accounting and Finance).

### GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a “B” Grade in every course registered for;
- Complete a total of **36** Credit Hours;
- Apply for Graduation in the **1<sup>st</sup> Week** of your last Semester;
- In the last Semester, you will be required to do **ONLY** the Thesis;
- Successfully write and defend a thesis with not less than a “B” Grade.

## ACCOUNTING COURSE GUIDE

**Courses for the Degree of Master of Business Administration (MBA) in Accounting = 36 Cr.Hrs.**

**ADVISOR: THE CHAIRMAN**

#### FUNDAMENTAL COURSES

1.	ACCT 601	Advanced Management Accounting	3 CRHRS
2.	FINC 630	Managerial Finance	3 CRHRS
3.	MANG 601	Organizational Theory & Behavior	3 CRHRS
4.	MARK 605	Marketing Management	3 CRHRS
			<b>12 CRHRS</b>

#### MAJOR COURSES

1.	ACCT 630	Seminar in Institutional Accounting	3 CRHRS
2.	ACCT 636	Seminar in Auditing	3 CRHRS
3.	ACCT 635	Financial Accounting Theory	3 CRHRS
4.	ACCT 637	Advanced Accounting Information System	3 CRHRS
5.	ACCT 638	Seminar in Taxation	3 CRHRS
			<b>15 CRHRS</b>

•	EDUC 553	Thesis Writing Seminar	4 CRHRS
•	EDUC 599	Thesis Writing	5 CRHRS
			<b>9 CRHRS</b>

### COURSE GUIDE

#### SEM. I

	ACCT 601	Advanced Management Accounting	3 CRHRS
	FINC 630	Managerial Finance	3 CRHRS
	MANG 601	Organizational Theory & Behavior	3 CRHRS
	MARK 605	Marketing Management	3 CRHRS
			<b>12 CRHRS</b>

**SEM. II**

ACCT 630	Seminar in Institutional Accounting	3 CRHRS
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ACCT 636	Seminar in Auditing	3 CRHRS
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ACCT 638	Seminar in Taxation	3 CRHRS
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EDUC 553	Thesis Writing Seminar	4 CRHRS
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**13 CRHRS**

**VACATION SCHOOL**

ACCT 635	Financial Accounting Theory	3 CRHRS
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ACCT 637	Advanced Accounting Information System	3 CRHRS
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**6 CRHRS**

**SEM. III**

EDUC 599	Thesis Writing	5 CRHRS
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**5 CRHRS**

**FINANCE COURSE GUIDE**

**Courses for the Degree of Master of Business Administration (MBA) in Finance = 36 Cr.Hrs.**

**ADVISOR: THE CHAIRMAN**

**FUNDAMENTAL COURSES**

1. ACCT 601	Advanced Management Accounting	3 CRHRS
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2. FINC 630	Managerial Finance	3 CRHRS
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3. MANG 601	Organizational Theory & Behavior	3 CRHRS
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4. MARK 605	Marketing Management	3 CRHRS
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**12 CRHRS**

**MAJOR COURSES**

1. FINC 640	Financial Institutions & Marketing	3 CRHRS
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2. FINC 660	Investments	3 CRHRS
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3. FINC 664	Applied Portfolio Management	3 CRHRS
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4. FINC 665	Financial Management	3 CRHRS
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5. FINC 662	Commercial Money and Banking	3 CRHRS
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**15 CRHRS**

- EDUC 553 Thesis Writing Seminar 4 CRHRS

- EDUC 599 Thesis Writing 5 CRHRS

**9 CRHRS**

**COURSE GUIDE****SEM. I**

ACCT 601	Advanced Management Accounting	3 CRHRS
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FINC 630	Managerial Finance	3 CRHRS
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MANG 601	Organizational Theory & Behavior	3 CRHRS
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MARK 605	Marketing Management	3 CRHRS
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**12 CRHRS**

**SEM. II**

FINC 640	Financial Institutions & Marketing	3 CRHRS	
FINC 660	Investments	3 CRHRS	
FINC 662	Commercial Money and Banking	3 CRHRS	
EDUC 553	Thesis Writing Seminar	4 CRHRS	
		<b>13 CRHRS</b>	

**VACATION SCHOOL**

FINC 664	Applied Portfolio Management	3 CRHRS	
FINC 665	Financial Management	3 CRHRS	
		<b>6 CRHRS</b>	

**SEM. III**

EDUC 599	Thesis Writing		5 CRHRS
		<b>5 CRHRS</b>	

**DEPARTMENT OF MANAGEMENT****INTRODUCTION**

The Department of Management will strive on the preparation of students using the empirical and management process approaches (using theories and case studies) in the preparation of our students.

**VISION**

To prepare the student for managerial positions by training him/her into the functions of what a manager does and how to do them.

**MISSION**

To bring management on par with other international universities so that graduates can be prepared to meet the many needs of the workplace.

**PROGRAM OUTCOMES**

The students will be proficient in the function of management and the functions of the organization that enable them face the complex challenges in the working environment and external environment as well.

**GRADUATION REQUIREMENTS**

In order to be qualified for graduation, one must do the following:

- Earn at least a **“B”** Grade in every course registered for;
- Complete a total of **36** Credit Hours;
- Apply for Graduation in the **1<sup>st</sup> Week** of your last Semester;
- In the last Semester, you will be required to do **ONLY** the Thesis;
- Successfully write and defend a thesis with not less than a **“B”** Grade.

**MANAGEMENT COURSE GUIDE**

**Courses for the Degree of Master of Business Administration (MBA) in Management = 36 Cr.Hrs. ADVISOR: THE CHAIRMAN**

<b>FUNDAMENTAL COURSES</b>		<b>CREDIT</b>
1. ACCT 601	Advanced Management Accounting	3 CRHRS
2. FINC 630	Managerial Finance	3 CRHRS
3. MANG 601	Organizational Theory & Behavior	3 CRHRS
4. MARK 605	Marketing Management	3 CRHRS
5. ECON 611	Micro Economics Theories	3 CRHRS
		<b>15 CRHRS</b>
<b>MAJOR COURSES</b>		
1. MANG 603	Managerial Planning & Control	3 CRHRS
2. MANG 606	Production & Operations Management	3 CRHRS
3. MANG 604	Human Resource Management	3 CRHRS
4. MANG 607	Quantitative Analysis for Business Decisions	3 CRHRS
		<b>12 CRHRS</b>
• EDUC 553	Thesis Writing Seminar	4 CRHRS
• EDUC 599	Thesis Writing	5 CRHRS
		<b>9 CRHRS</b>

**COURSE GUIDE**

<b>SEM. I</b>		<b>CREDIT</b>
ACCT 601	Advanced Management Accounting	3 CRHRS
FINC 630	Managerial Finance	3 CRHRS
ECON 611	Micro Economics Theories	3 CRHRS
MANG 607	Quantitative Analysis for Business Decisions	3 CRHRS

		<b>12 CRHRS</b>	
<b>SEM. II</b>			
MANG 603	Managerial Planning & Control	3 CRHRS	
MANG 606	Production & Operations Management	3 CRHRS	
MANG 604	Human Resource Management	3 CRHRS	
EDUC 553	Thesis Writing Seminar	4 CRHRS	
		<b>13 CRHRS</b>	
<b>VACATION SCHOOL</b>			
MARK 605	Marketing Management	3 CRHRS	
MANG 601	Organizational Theory & Behavior	3 CRHRS	
		<b>6 CRHRS</b>	
<b>SEM. III</b>			
EDUC 599	Thesis Writing		5 CRHRS
		<b>5 CRHRS</b>	

**DEPARTMENT OF ECONOMICS**

**INTRODUCTION**

The Department of Economics seeks to bring economic studies on par with international schools so that students requiring a doctorate degree will be familiar with economic theories and concepts at any international school abroad.

### VISION

To become knowledgeable of microeconomic and macroeconomic theories and concepts so that the student can enter the mainstream of economic activities in the country.

### MISSION

To be able to understand and be proficient in economic analysis of variables in the society.

### PROGRAM OUTCOMES

The student will understand the microeconomic and macroeconomic variables through analysis and impact on the national economy of Liberia.

### GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a **“B”** Grade in every course registered for;
- Complete a total of **36** Credit Hours;
- Apply for Graduation in the **1<sup>st</sup> Week** of your last Semester;
- In the last Semester, you will be required to do **ONLY** the Thesis;
- Successfully write and defend a thesis with not less than a **“B”** Grade.

## ECONOMICS COURSE GUIDE

**Courses for the Degree of Master of Business Administration (MBA) in Economics = 36 Cr.Hrs.**

**ADVISOR: THE CHAIRMAN**

	<b>FUNDAMENTAL COURSES</b>	<b>CREDIT</b>
1.	ACCT 601    Advanced Management Accounting	3 CRHRS
2.	FINC 630    Managerial Finance	3 CRHRS
3.	MARK 605    Marketing Management	3 CRHRS
4.	QMET 601    Statistical Methods	3 CRHRS
5.	ECON 611    Micro Economics Theories	3 CRHRS
		<b>15 CRHRS</b>
	 <b>MAJOR COURSES</b>	
1.	ECON 620    Development Economics	3 CRHRS
2.	ECON 640    International Economics	3 CRHRS
3.	ECON 670    Econometrics	3 CRHRS
4.	ECON 612    Macroeconomics	3 CRHRS
		<b>12 CRHRS</b>
	 • EDUC 553    Thesis Writing Seminar	4 CRHRS
	• EDUC 599    Thesis Writing	5 CRHRS
		<b>9 CRHRS</b>

### COURSE GUIDE

**SEM. I**

ACCT 601	Advanced Management Accounting
ECON 611	Micro Economics Theories
FINC 630	Managerial Finance
QMET 601	Statistical Methods

**CREDIT**

	3 CRHRS
	<b>12 CRHRS</b>

**SEM. II**

ECON 620	Development Economics
ECON 640	International Economics
ECON 670	Econometrics
EDUC 553	Thesis Writing Seminar

	3 CRHRS
	3 CRHRS
	3 CRHRS
	4 CRHRS
	<b>13 CRHRS</b>

**VACATION SCHOOL**

MARK 605	Marketing Management
ECON 612	Macroeconomics

	3 CRHRS
	3 CRHRS
	<b>6 CRHRS</b>

**SEM. III**

EDUC 599	Thesis Writing
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5 CRHRS

**5 CRHRS**

## DEPARTMENT OF MARKETING

### INTRODUCTION

The Department of Marketing seeks to familiarize the students with the world of product and service marketing. The student will be proficient in the product and service innovation and understand the management and service innovation along with marketing and promotional mix.

### VISION

To become very proficient in the concept of marketing so that they can meet the challenges of the world of marketing and their product of services according to local and international best practices

### MISSION

To have the student drilled through the marketing and promotional mix to meet the real-life situation of marketing

### PROGRAM OUTCOMES

The students will be proficient in product innovation and marketing using the marketing and promotional mix.

### GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a “B” Grade in every course registered for;
- Complete a total of **36** Credit Hours;
- Apply for Graduation in the **1<sup>st</sup> Week** of your last Semester;
- In the last Semester, you will be required to do **ONLY** the Thesis;
- Successfully write and defend a thesis with not less than a “B” Grade.

## MARKETING COURSE GUIDE

**Courses for the Degree of Master of Business Administration (MBA) in Marketing = 36 Cr.Hrs.**

**ADVISOR: THE CHAIRMAN**

<b>FUNDAMENTAL COURSES</b>		<b>CREDIT</b>
1. ACCT 601	Advanced Management Accounting	3 CRHRS
2. FINC 630	Managerial Finance	3 CRHRS
3. MANG 601	Organizational Theory & Behavior	3 CRHRS
4. MARK 605	Marketing Management	3 CRHRS
5. ECON 611	Micro Economics Theories	3 CRHRS
		<b>15 CRHRS</b>
<b>MAJOR COURSES</b>		
1. MARK 609	International Marketing Strategy	3 CRHRS
2. MARK 614	Advertising and Public Relations	3 CRHRS
3. MARK 615	Managing Product & Service Innovation	3 CRHRS
4. MANG 607	Quantitative Analysis for Business Decisions	3 CRHRS
		<b>12 CRHRS</b>
• EDUC 553	Thesis Writing Seminar	4 CRHRS
• EDUC 599	Thesis Writing	5 CRHRS
		<b>9 CRHRS</b>

### COURSE GUIDE

<b>SEM. I</b>		<b>CREDIT</b>
ACCT 601	Advanced Management Accounting	3 CRHRS
FINC 630	Managerial Finance	3 CRHRS
ECON 611	Micro Economics Theories	3 CRHRS
MANG 607	Quantitative Analysis for Business Decisions	3 CRHRS
		<b>12 CRHRS</b>
<b>SEM. II</b>		
MARK 609	International Marketing Strategy	3 CRHRS
MARK 614	Advertising and Public Relations	3 CRHRS
MARK 615	Managing Product & Service Innovation	3 CRHRS
EDUC 553	Thesis Writing Seminar	4 CRHRS
		<b>13 CRHRS</b>
<b>VACATION SCHOOL</b>		
MARK 605	Marketing Management	3 CRHRS
MANG 601	Organizational Theory & Behavior	3 CRHRS
		<b>6 CRHRS</b>
<b>SEM.III</b>		
EDUC 599	Thesis Writing	5 CRHRS
		<b>5 CRHRS</b>

## DEPARTMENT OF PUBLIC ADMINISTRATION

### INTRODUCTION

The Department of Public Administration offers Master of Public Administration (MPA) in Public Sector Administration, Human Resource Administration, Local Government and Rural Development Administration, and Public Procurement Administration.

### VISION

The vision of the Department of Public Administration is to take the lead in preparing professionals who provide exemplary leadership in the public sector, to improve the lives of individuals in a changing and complex society, and to propel the advancement of the knowledge base through research and outreach services.

### MISSION

The mission of the Department of Public Administration is to provide knowledge that will enhance the performance and professionalism of public servants of Liberia and the greater sub-region and to transform men and women of the public service into effective and efficient public servants by providing knowledge and putting knowledge to work with excellence.

### PROGRAM OUTCOMES

#### Public Sector Administration

- Students should develop in depth knowledge of the concepts and practices of Public Sector Administration.
- Students gain a thorough understanding and appreciation of public sector administration concepts, and the ability to translate this understanding into action in the workplace.
- Develop visionary and transformational leaders who will employ their understanding of public sector administration to managing the public sector effectively and efficiently.

#### Human Resource Administration

- Students should develop enhanced logical analyses of concepts and practices of Public Personnel Administration.
- Students gain a thorough understanding and appreciation of public personnel administration concepts, and the ability to translate this understanding into action in the workplace.
- Develop visionary and transformational leaders who will employ their understanding of public personnel administration to managing personnel in the public sector.

#### Local Government and Rural Development Administration

- Students should develop an in-depth knowledge and understanding of the concepts and practices of local government and rural development administration.
- Students gain a thorough understanding and appreciation of the principles and practices of local government and rural development administration concepts, and develop the ability to translate this understanding into action that will translate in effective local government administration and development of rural Liberia.
- Develop visionary and transformational leaders who will employ their understanding of local government and rural development administration to achievement of the rural development objectives of Liberia.

## Public Procurement Administration

- Students should develop an in-depth knowledge and understanding of the concepts and practices of public procurement.
- Students gain a thorough understanding and appreciation of the principles and practices of public procurement administration, and develop the ability to translate this understanding into action that will translate in effective public procurement
- Develop visionary and professional staff who will efficiently and effectively administer public procurement in the public sector

## GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a “B” Grade in every course registered for;
- Complete a total of 36 Credit Hours;
- Apply for Graduation in the 1<sup>st</sup> Week of your last Semester;
- In the last Semester, you will be required to do ONLY the Thesis;
- Successfully write and defend a thesis with not less than a “B” Grade.

## PUBLIC SECTOR ADMINISTRATION COURSE GUIDE

**Courses for the Degree of Master of Public Administration (MPA) in Public Sector Administration = 36 Cr.Hrs. ADVISOR: THE CHAIRMAN**

### FUNDAMENTAL COURSES

1.	PADM 670	Administrative Law	3 CRHRS
2.	PADM 509	Taxation	3 CRHRS
3.	PADM 503	Strategic Planning & Management	3 CRHRS
4.	PADM 608	Project Planning and Management	3 CRHRS
			<b>12 CRHRS</b>

### MAJOR COURSES

1.	PADM 612	Public Sector Administration	3 CRHRS
2.	PADM 502	Public Policy Making & Analysis	3 CRHRS
3.	PADM 609	HR Administration in the Public Sector	3 CRHRS
4.	PADM 610	International Relations	3 CRHRS
5.	PADM 615	Public Budgeting & Financial Management	3 CRHRS
			<b>15 CRHRS</b>

•	EDUC 553	Thesis Writing Seminar	4 CRHRS
•	EDUC 599	Thesis Writing	5 CRHRS
			<b>9 CRHRS</b>

## COURSE GUIDE

### SEM. I

		CREDIT
PADM 670	Administrative Law	3 CRHRS
PADM 509	Taxation	3 CRHRS
PADM 503	Strategic Planning & Management	3 CRHRS
PADM 608	Project Planning and Management	3 CRHRS
		<b>12 CRHRS</b>

**SEM. II**

PADM 612	Public Sector Administration	3 CRHRS
PADM 502	Public Policy Making & Analysis	3 CRHRS
PADM 615	Public Budgeting & Financial Management	3 CRHRS
EDUC 553	Thesis Writing Seminar	4 CRHRS
		<b>13 CRHRS</b>

**VACATION SCHOOL**

PADM 609	HR Administration in the Public Sector	3 CRHRS
PADM 610	International Relations	3 CRHRS
		<b>6 CRHRS</b>

**SEM. III**

EDUC 599	Thesis Writing	5 CRHRS
		<b>5 CRHRS</b>

**HUMAN RESOURCE ADMINISTRATION COURSE GUIDE**

**Courses for the Degree of Master of Public Administration (MPA) in Human Resource Administration = 36 Cr.Hrs. ADVISOR: THE CHAIRMAN**

**FUNDAMENTAL COURSES**

		<b>CREDIT</b>
1.	PADM 670 Administrative Law	3 CRHRS
2.	PADM 509 Taxation	3 CRHRS
3.	PADM 503 Strategic Planning & Management	3 CRHRS
4.	PADM 608 Project Planning and Management	3 CRHRS
		<b>12 CRHRS</b>

**MAJOR COURSES**

1.	PADM 609 HR Administration in the Public Sector	3 CRHRS
2.	PADM 510 Performance Management	3 CRHRS
3.	PADM 671 Ethics & Professionalism in Public Administration	3 CRHRS
4.	PADM 512 ICT in Public Personnel Administration	3 CRHRS
5.	PADM 605 Compensation Administration	3 CRHRS
		<b>15 CRHRS</b>

- EDUC 553 Thesis Writing Seminar 4 CRHRS
  - EDUC 599 Thesis Writing 5 CRHRS
- 9 CRHRS**

**COURSE GUIDE****SEM. I**

		<b>CREDIT</b>
PADM 670	Administrative Law	3 CRHRS
PADM 509	Taxation	3 CRHRS
PADM 503	Strategic Planning & Management	3 CRHRS
PADM 608	Project Planning and Management	3 CRHRS
		<b>12 CRHRS</b>

**SEM. II**

PADM 609	HR Administration in the Public Sector	3 CRHRS
PADM 510	Performance Management	3 CRHRS
PADM 605	Compensation Administration	3 CRHRS
EDUC 553	Thesis Writing Seminar	4 CRHRS
		<b>13 CRHRS</b>

### VACATION SCHOOL

PADM 671	Ethics & Professionalism in Public Administration	3 CRHRS
PADM 512	ICT in Public Personnel Administration	3 CRHRS
		<b>6 CRHRS</b>

### SEM. III

EDUC 599	Thesis Writing	5 CRHRS
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**5 CRHRS**

## LOCAL GOVERNMENT AND RURAL DEVELOPMENT ADMINISTRATION COURSE GUIDE

Courses for the Degree of Master of Public Administration (MPA) in Local Government & Rural Development Administration = 36 Cr.Hrs.

### ADVISOR: THE CHAIRMAN

#### FUNDAMENTAL COURSES

1.	PADM 670	Administrative Law	3 CRHRS
2.	PADM 509	Taxation	3 CRHRS
3.	PADM 503	Strategic Planning & Management	3 CRHRS
4.	PADM 608	Project Planning and Management	3 CRHRS
			<b>12 CRHRS</b>

#### MAJOR COURSES

1.	PADM 625	Rural Development Administration	3 CRHRS
2.	PADM 618	Rural Sociology	3 CRHRS
3.	PADM 614	Rural Development & Poverty Alleviation	3 CRHRS
4.	PADM 623	Rural Banking & Credit System	3 CRHRS
5.	PADM 620	Local Government Administration	3 CRHRS
			<b>15 CRHRS</b>

- EDUC 553 Thesis Writing Seminar 4 CRHRS
  - EDUC 599 Thesis Writing 5 CRHRS
- 9 CRHRS**

### COURSE GUIDE

#### SEM. I

PADM 670	Administrative Law	3 CRHRS
PADM 509	Taxation	3 CRHRS
PADM 503	Strategic Planning & Management	3 CRHRS
PADM 608	Project Planning and Management	3 CRHRS
		<b>12 CRHRS</b>

#### SEM. II

PADM 625	Rural Development Administration	3 CRHRS
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PADM 614	Rural Development & Poverty Alleviation	3 CRHRS
PADM 623	Rural Banking & Credit System	3 CRHRS
EDUC 553	Thesis Writing Seminar	4 CRHRS
		<b>13 CRHRS</b>

#### VACATION SCHOOL

PADM 620	Local Government Administration	3 CRHRS
PADM 618	Rural Sociology	3 CRHRS
		<b>6 CRHRS</b>

#### SEM. III

EDUC 599	Thesis Writing	5 CRHRS
		<b>5 CRHRS</b>

### PUBLIC PROCUREMENT ADMINISTRATION COURSE GUIDE

**Courses for the Degree of Master of Public Administration (MPA) in Public Procurement Administration = 36 Cr.Hrs. ADVISOR: THE CHAIRMAN**

#### FUNDAMENTAL COURSES

		CREDIT
1.	PADM 670 Administrative Law	3 CRHRS
2.	PADM 509 Taxation	3 CRHRS
3.	PADM 503 Strategic Planning & Management	3 CRHRS
4.	PADM 608 Project Planning and Management	3 CRHRS
		<b>12 CRHRS</b>

#### MAJOR COURSES

1.	PADM 631 Legal & Regulatory Frameworks in Public Procurement Administration	3 CRHRS
2.	PADM 630 Public Procurement Planning	3 CRHRS
3.	PADM 633 Supply Chain Management	3 CRHRS
4.	PADM 634 Public Procurement Principles & Practices	3 CRHRS
5.	PADM 632 Seminar in Public Procurement Administration	3 CRHRS
		<b>15 CRHRS</b>
•	EDUC 553 Thesis Writing Seminar	4 CRHRS
•	EDUC 599 Thesis Writing	5 CRHRS
		<b>9 CRHRS</b>

#### COURSE GUIDE

##### SEM. I

		CREDIT
PADM 670	Administrative Law	3 CRHRS
PADM 509	Taxation	3 CRHRS
PADM 503	Strategic Planning & Management	3 CRHRS
PADM 608	Project Planning and Management	3 CRHRS
		<b>12 CRHRS</b>

##### SEM. II

PADM 631	Legal & Regulatory Frameworks in Public Procurement Administration	3 CRHRS
PADM 630	Public Procurement Planning	3 CRHRS
PADM 632	Seminar in Public Procurement Administration	3 CRHRS

EDUC 553      Thesis Writing Seminar      4 CRHRS  
13 CRHRS

**VACATION SCHOOL**

PADM 634      Public Procurement Principles & Practices      3 CRHRS  
PADM 633      Supply Chain Management      3 CRHRS  
6 CRHRS

**SEM. III**

EDUC 599      Thesis Writing      5 CRHRS  
5 CRHRS

## COURSE DESCRIPTIONS OF THE SCHOOL OF BUSINESS & PUBLIC ADMINISTRATION

**ACCT 601                      Advanced Management Accounting                      3 credits**

The course focuses on the use of accounting information in reporting managerial performance and making business decisions. The course covers the preparation and use of managerial accounting information for use in planning, budgeting, control, break-even analysis and pricing, including the impact of taxes. Completion of the course will enhance the student's ability to understand managerial accounting reports and use this information in making decisions. This course describes the basic management accounting principles needed to prepare the student for managerial decision making.

**ACCT 630                      Seminar in Institutional Accounting                      3 credits**

This course will cover financial reporting, managerial, auditing, taxation, and information systems issues in governmental and nonprofit entities. Ethics and professional standards, as well as communication and analytical skills, are developed. Students will develop skills at analyzing transactions in a governmental entity and follow their effect on the financial statements.

**ACCT 636                      Seminar in Auditing                      3 credits**

An exploration of the concepts and procedures applicable to an audit of financial statements with emphasis on procedures to substantiate amounts reported along with the impact of internal control, determining the quality of available evidence, and statistical sampling on the determination of appropriate procedures. Auditing further entails an inspection to verify principles set by the government, by the board of directors, and the overall authority to which the accountants report.

**ACCT 638                      Seminar in Taxation                      3 credits**

The objective of this course is to advance the students' knowledge of Liberian Government tax system. The basic understanding of how taxation is determined by the government and how it is imposed on corporations, partnership, and single proprietorship businesses.

**ACCT 635                      Financial Accounting Theory                      3 credits**

This course describes the framework of accounting theory and provides application of theory to relevant issues facing modern accountants, including income concepts, financial statement presentations, long-term assets and liabilities, disclosure requirements and ethical responsibilities

**ACCT 637                      Advanced Accounting Information System                      3 credits**

Students explore advanced topics in Accounting Information Systems (AIS) needed to understand and use technologies in making decisions in key practice areas of the accounting profession: managerial accounting, financial accounting, auditing, and tax accounting. Course topics include

the technologies involved in AIS, types of AIS applications and systems, use of systems technology and database concepts as a philosophy of AIS, internal control issues of AIS, audit issues related to AIS, and systems development issues including the Software Development Life Cycle and current trends in AIS design.

**ECON 611                      Micro Economics Theories                      3 credits**

This course surveys the fundamental concepts and methods of Economic analysis for managers. Real-world decisions making is emphasized. Application of the economic concepts such as market demand, market supply, market equilibrium, marginal analysis, production, costs, revenue, profit, and market structure constitute the core materials of this course.

**ECON 612                      Macroeconomics                      3 credits**

This course is an advanced treatment of contemporary macroeconomic theory. The course covers the evolution of macroeconomics and extensively discusses national accounts, IS-LM models, monetary and fiscal policies, consumption and savings, inflation and expectations and various growth models, balance of payments theories, exchange rates, the Dutch disease, among others. It is assumed that the student has a satisfactory knowledge of intermediate macroeconomics; competences in calculus and matrix algebra are prerequisites.

**ECON 620                      Development Economics                      3 credits**

This popular course introduces students to the most important and current policy issues facing developing countries. Topics include distinction between economic growth and development; definition of under-developed countries; some theories; development planning; rural development, among others. This course focuses on economic management and is aimed at providing students with a reasonable understanding of the historical background of the debate on the case for adopting a programming approach to development. To that end, the course emphasizes theory and measurement techniques and their applications in policy analysis as well as political economy issues in the overall economic development of less developed countries.

**ECON 640                      International Economics                      3 credits**

From a policy standpoint, the most important issues on the current agenda are open economy issues. This course uses the tools of neoclassical theory to equip students with insight into these questions. It considers among others the determinants of international trade; the effects of intervening in the free flow of goods and services; and the linkage between trade policy and economic development. The key topics here include: the operation of the foreign exchange market; determinants of balance of payments imbalance; and the international monetary system; international commercial policies and institutions.

**ECON 670                      Econometrics                      3 credits**

This course provides training in the theory and practice of modern econometrics. It covers such salient features as graphical methods and regression analysis; econometrics with time series data, cross-section data analysis, and measurements in survey data analysis. A distinctive feature is integration of theoretical development and practical data analysis. Relevant economic examples

are used throughout the course to motivate and illustrate the subject matter. Extensive practical work using computer software is an important aspect of the course.

**EDUC 553                      Thesis Writing Seminar                      4 credits**

This course is meant to support students in writing their research proposal and Master's thesis. After this course, students should be able to review the literature and identify an interesting gap, formulate a research question, write a literature review, elaborate a focused research plan, and provide feedback on others' research work. In addition, students will have become familiar with designing a study, the methods of data collection, and options to analyze data.

**EDUC 599                      Thesis Writing                      5 credits**

This course focuses on completing the thesis requirement. Students concentrate on finishing their thesis write-up and orally presenting a defensible result of their research work. The prerequisite is EDUC 553.

**FINC 630                      Managerial Finance                      3 credits**

This course analyzes contemporary theories of finance as applied to management decision-making including cash flow analysis, capital budgeting, risk and return, valuation models, financial instruments, statement analysis and capital structure. Cash flow analysis, ratio analysis, working capital management and time value of money are considered in this course.

**FINC 640                      Financial Institutions & Market                      3 credits**

This course presents a detailed overview of the theory and institutional features of the U.S. financial system. It provides a comprehensive review of financial institutions and markets. It covers a survey of flow-of-funds data and financial markets and institutions, capital market theory, financial factors and economic activity, theory of the level and structure of interest rates.

**FINC 660                      Investments                      3 credits**

This course describes the process of investment to determine the dollar return on each investment undertaken. The investor is interested in the capital gains from his investment.

**FINC 662                      Commercial Money and Banking                      3 credits**

This course describes money and banking and how commercial banks under the regulations of the Central Bank of Liberia, carry out their operations. The surplus units (the depositors) and the deficit units (the borrowers of funds) all have an influence on the activities of commercial banks.

**FINC 664                      Applied Portfolio Management                      3 credits**

This course enables students to manage a small part of the University's endowment under the direction of professional fund managers. Students will learn to become experts in a sector / industry, understanding its drivers and impact on stock prices. Students will be required to write two comprehensive stock reports (one Long and one Short Sale recommendation) and present their findings in front of the class. The course will follow a Graham & ownership in a business.

**FINC 665                      Financial Management                      3 credits**

This course provides a general survey of the field, including the basic principles of corporate finance, financial markets and institutions, and investment theory. Corporate finance topics covered include the objective of financial management, valuation of assets and associated problems in the valuation of the firm, acquisition of long trimester assets (capital budgeting), management of short-trimester assets, capital structure, and financial statement analysis. Financial markets and institutions studied include money markets, stock and bond markets, derivatives, and the banking system. Investment analysis topics include portfolio theory and asset pricing models

**MANG 601                      Organizational Theory& Behavior                      3 credits**

This course is centered on the study of a body of theories. These theories answer key questions as to how organizations come into existence; why they are formed; how they function; what they do and how they do what they do.

**MANG 603                      Managerial Planning & Control                      3 credits**

This course contains the basic function of the manager which is the planning aspect. The strategic planning process details two broad environment – the external environment that stresses the societal environment where the social cultural, the economics, technological, and the political-legal environments are discussed; and the internal environment which looks at the core competencies, the financial and material resources must be assessed for bettering decision making in any organization. This course can also be viewed as a “management audit” where the decision making steps in management are being taught.

**MANG 604                      Human Resource Management                      3 credits**

This course commences with the research of the human resource needs the organization. The human resource needs begin with planning function to ensure staff competencies (recruit, train, and employ). This course describes employment standards and administration and employee benefits. It teaches human resource management overseeing various aspects of employment such as compliance with labor law and employment standards, and some aspects of recruitment and dismissal. This course defines staffing as a process of hiring and positioning an organization. As a human resource manager, several functions like determining the needs of the staff, recruiting and training the best employees, supervising the work, and managing employee relations, unions, and collective bargaining.

**MANG 606                      Production & Operations Management                      3 credits**

Production and Operations Management lies at the heart of the great changes sweeping through today’s business environment. The competitive pressure for higher quality, quicker response time, superior service and total customization can be met through more intelligently business run only operations. The main focus of this course is about the fundamental essence of the entity – how its products are made, and how its services are delivered to customers. This course will be taught using some amount of quantitative and qualitative materials. Major topics to be covered during the semester include: Aggregate Planning, plant location, and service capacity expansion; to tactically deal with issues such as daily order, statistical quality control, and inventory control, service

management, Just in time production total quality management and other relevant chapters as deemed by the instructor.

**MANG 607                      Quantitative Analysis for Business Decisions                      3 credits**

The administration of modern business entities have become an enormously complex undertaking. This course is intended to address the increasing tendency to turn to quantitative techniques and models as a potential means for solving many of the problems that arise in such an entity. The prime purpose of this course is to describe a representative sample of the models and their related quantitative techniques. Major topics to cover during the semester include: Revision of Basic Probabilities; Decision Making under uncertainty; Linear programming – Graphical approach; Linear programming – Computer application; Linear Programming – the simplex method; Sensitivity analysis and Project Evaluation; Game Theory; Program Evaluation and Review Techniques; Waiting time management; Linear programming – the transportation problem; Inventory management; Simulations; and Dynamic programming.

**MARK 609                      International Marketing Strategy                      3 credits**

This course describes the management of marketing strategy across national borders analyzing those controllable and uncontrollable variables and suggesting decisions to overcome the variables that pose the most challenges in selling the products to those countries.

**MARK 614                      Advertising and Public Relations                      3 credits**

This course discusses the three aspects of advertising sale promotion, and public relations decisions. The advertising portion describes the types of advertising, the advertising program and the advertising decision making process; the elements of advertising (headline, sub-headline, body copy, and slogan/logo, seal, and signature) and the elements of the body copy (lead-in-paragraphs, interior paragraphs, trial close and close). The sale promotion details and displays products for the consumer to see thereby inducing the desire for their adoption. Public relations promote the image of the product and company manufacturing the products.

**MARK 615                      Marketing Product &Service Innovation                      3 credits**

The main thrust of this course is the management of the product and service innovation. The managing of the product include the marketing mix (product, price, place, promotion management aspect); the planning, organizing, directing and controlling each of the marketing mix is the essential of product management. Service innovation stresses the creativity of services to gain a degree of competitive advantage in the industry.

**MARK 605                      Marketing Management                      3 credits**

This course describes marketing management, outlining the marketing mix where the product, the price, place, and promotion are emphasized; the promotional mix which entails, personal selling, advertising, direct marketing, sales promotion, and public relations. The student is expected at the end of the course to be able to do a perfect marketing plan, the marketing program, and manage a sales force.

**PADM 500**                      **Survey of Basic Public Administration Principles**                      **3 credits**  
This course discusses the fundamental survey of Public Administration in respect to the difference between the private and public administrative sector in general. This introduces what public administration is all about.

**PADM 502**                      **Public Policy Making & Analysis**                      **3 credits**  
The aim of this course is to provide students with a set of conceptual frameworks for analyzing the political environment of public policy and policy research, and to practice forming effective strategies for policy analysis, program evaluation, policy design, and advocacy.

**PADM 503**                      **Strategic Planning & Management**                      **3 credits**  
This course will provide an overview of strategic management and the framework for the applications of strategic planning theories, methods, and group processes in different organizational environments.

**PADM 509**                      **Taxation**                      **3 credits** The  
course aims to equip students with knowledge and skills for the management of taxes and tax planning and expose them to the legal framework within which taxation of incomes is administered in Liberia.

**PADM 510**                      **Performance Management**                      **3 credits**  
This course is designed to assist Human Resources professionals and operational managers in giving effective performance appraisals that help motivate employees to achieve higher productivity. Several key topics are covered, including how to establish performance criteria; use various appraisal formats; conduct a meaningful performance discussion; initiate on-going coaching; avoid common mistakes that are made by managers in evaluating their employees; and encourage employees to prepare for a performance discussion.

**PADM 512**                      **ICT in Public Personnel Administration**                      **3 credits**  
The course aims at introducing students to the use of ICT in management human resources in organizations. It focuses on the enhancement of HR management with the accuracy of information technology and the transformation of manual HR functions into E-HR.

**PADM 605**                      **Compensation Administration**                      **3 credits**  
Wage and salary administration in private and public organizations; total compensation systems; interrelationship among employee performance, intrinsic and extrinsic rewards, perceived equitable payments, and employee satisfaction; employee benefits; employee incentive programs.

**PADM 608**                      **Project Planning and Management**                      **3 credits**  
The course will provide students understanding of the basic principles of project management, including concepts from the initiating, planning, executing, monitoring & controlling, and closing and how these processes interact with each other. It will also introduce students to the



This course aims at dealing with the socio-cultural factors that are significant in rural development process. The specific aims are to dig up the link between social factors and rural development, to analyze various perspectives of sociology and anthropology relevant to rural development, and to highlight how socio-anthropological methods are applied to address the socio-cultural issues in Liberia.

**PADM 620                      Local Government Administration                      3 credits**

The course aims at studying local government in relation to the economic and social development of rural areas. It includes organization, management and finance of local rural government; relationships between levels of government and alternatives to local autonomy. The course further aims to develop in students the knowledge and understanding of the concepts, principles, structure, management of local government and delve into the Local Government Code of Liberia, the applicability and drawbacks of decentralization implementation and alternative theories and practices of rural government administration in the context of Liberia.

**PADM 623                      Rural Banking and Credit System                      3 credits**

This course intends to enrich students with the basic principles of rural banking, the evolution and development of cooperative banking and cooperative credit in Liberia, and the legal framework for cooperative banking and its administration in rural Liberia.

**PADM 625                      Rural Development Administration                      3 credits**

This course aims at acquainting students with the concept of development and its origin, the shifts in developmental paradigms, the rise of rural development as an approach, and its latest discourses and theories. It also aims at tracing the roots of the concept of development and rural development, to analyze shift in development thinking, to analyze the mainstream and alternative development theories and discourses, to equip the students with different timelines of the ideas of rural development and to help them critically analyze them.

**PADM 630                      Public Procurement Planning                      3 credits**

The course provides insight into the planning processes and methods in public procurement that leads to the final acquisition of goods, services and works and for procurement for projects under multilateral funding. It highlights the role of planning to effective procurement in the public sector.

**PADM 631                      Legal and Regulatory Framework in Public Procurement 3 credits**

The course is designed to expose students to the legal and regulatory framework of public procurement in Liberia. It will expound the background to the enactment of the Public Procurement & Concessions Act of 2005 and underscore its strategic importance to public procurement and its subsequent amendment in September 2010. The course will also explain the legal, policy and regulatory framework that govern public procurement in Liberia.

**PADM 632                      Seminar in Public Procurement Administration                      3 credits**

This course examines the key principles that underpin best-practice procurement, and the strategic importance of developing sound procurement objectives. It provides basic insight into the various policies and procedures of procuring goods, contractual services, works and procurement for projects under multilateral funding. The course further presents the linkages in the procurement cycle, and provides students with the knowledge and skill required to plan procurement activities. It provides an understanding of the issues involved in the preparation and administration of procurement contracts, and the implications of these for the organization.

**PADM 633                      Supply Chain Management                      3 credits**

This course will provide students with knowledge of supply chain management and its operation. The course will introduced students to supply chain management concepts and strategies and the range of analytical tools utilized in solving supply chain problems. Students will analyze problems encountered in implementing supply chain management and methods of solving them.

**PADM 634                      Public Procurement Principles & Practices                      3 credits**

The course focuses on best practice procurement in the public sector and the achievement of value for money within the context of Liberian legislation. The course provides comprehensive detail on all aspects of the procurement process and aims to provide participants with the basic knowledge, skills and tools necessary to ensure an effective and efficient procurement service, which will deliver value for money, manage procurement risks and ensure compliance with all Liberian procurement regulation

**PADM 670                      Administrative Law                      3 credits**

The course aims at exposing students to the formulation, interpretation, and application of law to business and incorporates the study of ethical issues that arise in contemporary business settings, such as professional conduct and corporate social responsibility. It covers major areas of legal regulation to which businesses are subject, including tort liability, contract law, partnership and corporate law, employment and labor law, intellectual property law, environmental regulation and sustainability, and financial regulation.

**PADM 671                      Ethics & Professionalism in Public Administration                      3 credits**

The course provides students with an overview of a range of ethical theories, professional practice issues, such as dual relationships, power and accountability, and covers legal and administrative aspects of human services practice. It also provides students with tools and skills for resolving ethical dilemmas, the need for undertaking professional development and supervision, and surviving stressful human services practice and challenges them with contemporary ethical/moral dilemmas that confront human resource practitioners in their everyday work.

**QMET 601                      Statistical Methods                      3 credits**

Statistical methods for description and analysis provide investigators with useful tools for making sense from data. The pervasiveness of statistics in public health as well as other fields has led to increased recognition that statistical literacy—a familiarity with the goals and methods of statistics—should be a basic component of a well-rounded educational program. In this course,

students will develop a statistical vocabulary, learn methods for descriptive data analysis, study the fundamentals of probability and sampling distributions, learn methods for statistical inference and hypothesis testing based on one or two samples, and become familiar with categorical data analysis and linear regression.

## **6.2 THE SCHOOL OF HEALTH SCIENCES**

The School of Health Sciences currently offers Master's Degree in six fields of study.

The six fields of study are as follow:

1. Nursing Education ..... M.N.
2. Nursing Administration ..... M.N.
3. Community Health ..... M.P.H.
4. Epidemiology ..... M.P.H.
5. Health Care Policy & Management ..... M.P.H.
6. Environmental Science ..... MSc.

In order to be qualified for graduation, one must pass all prescribed Courses with a minimum “B” grade, and successfully complete 36 credit hours. All students opting to do any of the six programs are required to do a non-credit remedial course in Statistics: **QMET 601** – Statistical Methods. Some students may be required to do one or more remedial courses (they do not contribute to the 36 credits) based on two factors:

1. The background of the student and the area he/she intends to specialize in; and
2. The performance of the student during the interview for admission.

For example, students with no health background who desire to do Public Health shall be required to do **PUBH 500**: Concept of Health and Disease. Candidates with weak or no background in Biology who desire to do Public Health shall do **BIOL 500**: Rudimentary Biology. For those with weak background in English who desire to do any of the six programs shall be required to do a non-credit remedial course in English: **ENGL 500** – Developmental English. And for students going into Health Care Policy & Management with no background in Economics and Accounting shall be required to do two (2) non-credit remedial courses:

- **PUBH 501**– Survey of Basic Health Economics Principles
- **ACCT 500** – Survey of Basic Accounting Principles

## DEPARTMENT OF NURSING

### INTRODUCTION

The Department of Nursing offers Master of Nursing (MN) Degree in Nursing Education and Nursing Administration. Both programs are designed basically to enable students with Bachelor Degrees in Nursing from a recognized university at home or abroad to pursue a Master’s Degree in any of the two areas of specialty.

## VISION

To train and qualify graduates in Nursing capable of using evidence-based problem-solving approach in dealing with some of the many complex and vexing public health and related issues challenging Liberia and the world at large.

## MISSION

To educate future generations of nurses to be bridges across language and culture, discover new knowledge and strategies to improve the health of people in Liberia and globally, to innovate opportunities for faculty, staff and students to strengthen nursing practice and research worldwide, and to serve local, national and global communities through cross-cultural partnerships for health.

## PROGRAM OUTCOMES

### Nursing Education

Some of the core outcomes of this program are:

- Students should be able to facilitate learning of individuals and groups using relevant theories of nursing, teaching and learning, evaluation, and technological innovation.
- Utilize evidence-based research to guide decisions in selecting educational interventions to improve nursing practice and patient outcomes.
- Apply educational theory and research to the development and evaluation of nursing and healthcare curricula.
- Develop a nurse educator career plan focused on professional growth.

### Nursing Administration

Some of the core outcomes of this program are:

- Students should be able to apply leadership skills and decision making in the provision of quality and safe care delivery to individuals, populations, or communities across healthcare delivery systems.
- Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system.
- Demonstrate competence in the communication, collaboration, and consultation skills required to advance inter-professional teams and partnerships.

## GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a **“B”** Grade in every course registered for;
- Complete a total of **36** Credit Hours;
- Apply for Graduation in the **1<sup>st</sup> Week** of your last Semester;
- In the last Semester, you will be required to do **ONLY** the Thesis;
- Successfully write and defend a thesis with not less than a **“B”** Grade.

## NURSING EDUCATION COURSE GUIDE

**Courses for the Degree of Master of Nursing (M.N.) in Nursing Education =  
36 Cr.Hrs. ADVISOR: THE CHAIRMAN**

<b>FUNDAMENTAL COURSES</b>		<b>CREDIT</b>	
1.	QMET 601	Statistical Methods	3 CRHRS
2.	EDUC 524	Human Resource Development in Institution	3 CRHRS
3.	NRSG 621	Internship	3 CRHRS
			<b>9 CRHRS</b>
<b>MAJOR COURSES</b>			
1.	EDUC 600	Teaching Strategies in the Classroom	3 CRHRS
2.	EDUC 307	Educational Evaluation	3 CRHRS
3.	NRSG 603	Theoretical Foundations in Nursing	3 CRHRS
4.	EDUC 522	Instructional Planning and Evaluation	3 CRHRS
5.	EDUC 564	Planning & Designing School's Curriculum	3 CRHRS
6.	NRSG 613	Professional Leadership Management & Issues	3 CRHRS
			<b>18 CRHRS</b>
• PUBH 639		Health Services Research I (HSR I)	4 CRHRS
• PUBH 646		Health Services Research II (HSR II)	5 CRHRS
			<b>9 CRHRS</b>

### COURSE GUIDE

<b>SEM. I</b>		<b>CREDIT</b>
EDUC 600	Teaching Strategies in the Classroom	3 CRHRS
NRSG 603	Theoretical Foundations in Nursing	3 CRHRS
EDUC 522	Instructional Planning and Evaluation	3 CRHRS
QMET 601	Statistical Methods	3 CRHRS
		<b>12 CRHRS</b>
<b>SEM. II</b>		
NRSG 613	Professional Leadership Management & Issues	3 CRHRS
EDUC 564	Planning & Designing School's Curriculum	3 CRHRS
EDUC 524	Human Resource Development in Institution	3 CRHRS
PUBH 639	Health Services Research I (HSR I)	4 CRHRS
		<b>13 CRHRS</b>
<b>VACATION SCHOOL</b>		
EDUC 307	Educational Evaluation	3 CRHRS
NRSG 621	Internship	3 CRHRS
		<b>6 CRHRS</b>
<b>SEM. III</b>		
PUBH 646	Health Services Research II (HSR II)	5 CRHRS
		<b>5 CRHRS</b>

### NURSING ADMINISTRATION COURSE GUIDE

**Courses for the Degree of Master of Nursing (M.N.) in Nursing Administration = 36  
Cr.Hrs. ADVISOR: THE CHAIRMAN**

<b>FUNDAMENTAL COURSES</b>		<b>CREDIT</b>
1. NRS 615	Global & National Health Issues	3 CRHRS
2. NRS 616	Program Design & Evaluation	3 CRHRS
3. NRS 621	Internship	3 CRHRS
		<b>9 CRHRS</b>
<b>MAJOR COURSES</b>		
1. NRS 603	Theoretical Foundations in Nursing	3 CRHRS
2. NRS 613	Professional Leadership Management & Issues	3 CRHRS
3. NRS 614	Nursing Administration	3 CRHRS
4. MANG 601	Organizational Theory & Behavior	3 CRHRS
5. MANG 604	Human Resource Management	3 CRHRS
6. PUBH 674	Health Management Planning & Control	3 CRHRS
		<b>18 CRHRS</b>
• PUBH 639	Health Services Research I (HSR I)	4 CRHRS
• PUBH 646	Health Services Research II (HSR II)	5 CRHRS
		<b>9 CRHRS</b>
<b>COURSE GUIDE</b>		
<b>SEM. I</b>		<b>CREDIT</b>
NRS 603	Theoretical Foundations in Nursing	3 CRHRS
NRS 613	Professional Leadership Management & Issues	3 CRHRS
NRS 614	Nursing Administration	3 CRHRS
MANG 601	Organizational Theory & Behavior	3 CRHRS
		<b>12 CRHRS</b>
<b>SEM. II</b>		
NRS 616	Program Design & Evaluation	3 CRHRS
NRS 615	Global & National Health Issues	3 CRHRS
PUBH 674	Health Management Planning & Control	3 CRHRS
PUBH 639	Health Services Research I (HSR I)	4 CRHRS
		<b>13 CRHRS</b>
<b>VACATION SCHOOL</b>		
MANG 604	Human Resource Management	3 CRHRS
NRS 621	Internship	3 CRHRS
		<b>6 CRHRS</b>
<b>SEM. III</b>		
PUBH 646	Health Services Research II (HSR II)	5 CRHRS
		<b>5 CRHRS</b>

## INTRODUCTION

The Department of Community Health offers Master of Public Health (MPH) Degree in Community Health. This program is designed basically to accommodate students with Bachelor Degrees in Natural Sciences, Health Sciences, Sociology and other related careers from a recognized university at home or abroad to pursue a Master's Degree in this area of specialty.

## VISION

To train and qualify graduates in Community Health capable of using evidence-based problem-solving approach in dealing with some of the many complex and vexing public health and related issues challenging Liberia and the world at large.

## MISSION

To educate future generations of nurses to be bridges across language and culture, discover new knowledge and strategies to improve the health of people in Liberia and globally, to innovate opportunities for faculty, staff and students to strengthen nursing practice and research worldwide, and to serve local, national and global communities through cross-cultural partnerships for health.

## PROGRAM OUTCOMES

Some of the core outcomes of this program are:

- Students should be able to design, implement, and evaluate community based interventions designed to bring about improved health.
- Utilize socially responsible and ethical approaches to public health.
- Understand the organizational context of public health service delivery.
- Prevent disease, promote health, and protect the well-being of the public through education, research and service

## GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a “B” Grade in every course registered for;
- Complete a total of **36** Credit Hours;
- Apply for Graduation in the **1<sup>st</sup> Week** of your last Semester;
- In the last Semester, you will be required to do **ONLY** the Thesis;
- Successfully write and defend a thesis with not less than a “B” Grade.

## COMMUNITY HEALTH COURSE GUIDE

Courses for the Degree of Master of Public Health (M.P.H.) in Community Health = 36 Cr.Hrs.

ADVISOR: THE CHAIRMAN

FUNDAMENTAL COURSES		CREDIT
1. PUBH 601	Introduction to Public Health	3 CRHRS
2. PUBH 604	Community & Health Determinants	2 CRHRS
3. PUBH 626	Behavioral Science & Health Education	3 CRHRS
		<b>8 CRHRS</b>

## MAJOR COURSES

1.	PUBH 607	Global Health	3 CRHRS	
2.	PUBH 621	EPID I: Principles of Epidemiology	3 CRHRS	
3.	PUBH 611	Occupational Health	2 CRHRS	
4.	PUBH 615	Project Management	2 CRHRS	
5.	PUBH 624	Public Health Nutrition	2 CRHRS	
6.	PUBH 630	Population Studies	2 CRHRS	
7.	PUBH 622	EPID II: Epidemiology of Infectious Diseases	3 CRHRS	
8.	PUBH 683	Community Health Practicum	2 CRHRS	
			<b>19 CRHRS</b>	
	•	PUBH 639	Health Services Research I (HSR I)	4 CRHRS
	•	PUBH 646	Health Services Research II (HSR II)	5 CRHRS
				<b>9 CRHRS</b>

## COURSE GUIDE

<b>SEM. I</b>			<b>CREDIT</b>
PUBH 601	Introduction to Public Health		3 CRHRS
PUBH 621	EPID I: Principles of Epidemiology		3 CRHRS
PUBH 607	Global Health		3 CRHRS
PUBH 624	Public Health Nutrition & Reproductive Health		3 CRHRS
			<b>12 CRHRS</b>
<b>SEM. II</b>			
PUBH 652	Community & Health Determinants		3 CRHRS
PUBH 611	Occupational Health		2 CRHRS
PUBH 615	Project Management		2 CRHRS
PUBH 630	Population Studies		2 CRHRS
PUBH 639	Health Services Research I (HSR I)		4 CRHRS
			<b>13 CRHRS</b>
<b>VACATION SCHOOL</b>			
PUBH 622	EPID II: Epidemiology of Infectious Diseases		3 CRHRS
PUBH 626	Behavioral Science & Health Education		3 CRHRS
			<b>6 CRHRS</b>
<b>SEM. III</b>			
PUBH 646	Health Services Research II (HSR II)		5 CRHRS
			<b>5 CRHRS</b>

## DEPARTMENT OF EPIDEMIOLOGY

### INTRODUCTION

The Department of Epidemiology offers Master of Public Health (MPH) Degree in Epidemiology. This program is designed basically to accommodate students with Bachelor Degrees in Natural Sciences, Health Sciences, and other related careers from a recognized university at home or abroad to pursue a Master's Degree in this area of specialty.

### VISION

To train and qualify graduates in Epidemiology capable of using evidence-based problem-solving approach in dealing with some of the many complex and vexing public health and related issues challenging Liberia and the world at large.

### MISSION

The mission of the Department of Epidemiology is to prepare professional public health epidemiologists with the necessary problem-solving, critical-thinking and technological skills that will allow them to assess, implement and evaluate programs in diverse human populations and communities.

### PROGRAM OUTCOMES

Core outcomes of this program are:

- Identify the determinants of health and disease;
- Estimate the burden and patterns of disease in communities in order to prioritize health needs;
- Use systematic approaches to develop, implement, and evaluate public health policies, programs, or services;
- Communicate effectively to promote the health of all members of our communities, especially the disadvantaged, underserved, and vulnerable;
- Demonstrate the ability to access and use data to identify and solve public health problems;
- Demonstrate the ability to work independently and as part of a team, and identify effective leadership qualities and practices;
- Make decisions that reflect ethical frameworks and respect for the values, beliefs, and practices within diverse communities and cultures; and
- Demonstrate professional knowledge and skills for effective practice in a selected field of study.
- Design valid epidemiological studies;
- Use statistical software to analyze and interpret health-related data; and
- Critically evaluate published research with regard to internal and external validity as well as public health importance.

### GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a “B” Grade in every course registered for;

- Complete a total of **36** Credit Hours;
- Apply for Graduation in the **1<sup>st</sup> Week** of your last Semester;
- In the last Semester, you will be required to do **ONLY** the Thesis;
- Successfully write and defend a thesis with not less than a **“B”** Grade.

## EPIDEMIOLOGY COURSE GUIDE

**Courses for the Degree of Master of Public Health (M.P.H.) in Epidemiology = 36 Cr.Hrs.**

**ADVISOR: THE CHAIRMAN**

<b>FUNDAMENTAL COURSES</b>		<b>CREDIT</b>
1.	PUBH 601 Introduction to Public Health	3 CRHRS
2.	PUBH 628 Environmental Health & Pollution	3 CRHRS
3.	PUBH 605 Public Health Law & Ethics	3 CRHRS
4.	PUBH 626 Behavioral Science & Health Education	3 CRHRS
		<b>12 CRHRS</b>
<b>MAJOR COURSES</b>		
1.	PUBH 604 Biostatistics	3 CRHRS
2.	PUBH 621 EPID I: Principles of Epidemiology	3 CRHRS
3.	PUBH 622 EPID II: Epidemiology of Infectious Diseases	3 CRHRS
4.	PUBH 623 EPID III: Epidemiology of Non-Infectious Diseases	3 CRHRS
5.	PUBH 625 EPID IV: Field Epidemiology & Data Analysis	3 CRHRS
		<b>15 CRHRS</b>
•	PUBH 639 Health Services Research I (HSR I)	4 CRHRS
•	PUBH 646 Health Services Research II (HSR II)	5 CRHRS
		<b>9 CRHRS</b>

### COURSE GUIDE

<b>SEM. I</b>		<b>CREDIT</b>
PUBH 601	Introduction to Public Health	3 CRHRS
PUBH 621	EPID I: Principles of Epidemiology	3 CRHRS
PUBH 604	Biostatistics	3 CRHRS
PUBH 626	Behavioral Science & Health Education	3 CRHRS
		<b>12 CRHRS</b>
<b>SEM. II</b>		
PUBH 622	EPID II: Epidemiology of Infectious Diseases	3 CRHRS
PUBH 605	Public Health Law & Ethics	3 CRHRS
PUBH 628	Environmental Health & Pollution	3 CRHRS
PUBH 639	Health Services Research I (HSR I)	4 CRHRS
		<b>13 CRHRS</b>
<b>VACATION SCHOOL</b>		
PUBH 623	EPID III: Epidemiology of Non-Infectious Diseases	3 CRHRS
		<b>3 CRHRS</b>
<b>SEM. III</b>		
PUBH 625	EPID IV: Field Epidemiology & Data Analysis	3 CRHRS
PUBH 646	Health Services Research II (HSR II)	5 CRHRS
		<b>8 CRHRS</b>

## DEPARTMENT OF HEALTH POLICY AND MANAGEMENT

### INTRODUCTION

The Department of Health Care Policy & Management offers Master of Public Health (MPH) Degree in Health Care Policy & Management. This program is designed basically to accommodate students with Bachelor Degrees in Natural Sciences, Health Sciences, and other related disciplines (i.e. Economics, Public Administration, Accounting, Management, etc) from a recognized university at home or abroad to pursue a Master's Degree in this area of specialty.

### VISION

To train and qualify graduates in Health Care Policy & Management capable of using evidence-based problem-solving approach in dealing with some of the many complex and vexing public health and related issues challenging Liberia and the world at large. Also, to build healthy futures for all populations by preparing research, management and policy leaders focused on increasing the equity, effectiveness and efficiency of health services for both personal as well as population health

### MISSION

The Mission of the Department of Health Policy & Management is to provide students with a wrap-around program that will prepare them as leaders who will understand, guide, and improve our public health and healthcare systems

### PROGRAM OUTCOMES

Some of the core outcomes of this program are:

- Developing the next generation of leaders in the health sector
- Conducting the highest quality research
- Innovating to solve the complex challenges of health care policy and delivery
- Educating health policy, management, and public health practice professionals
- Partnering with the community to disseminate and apply new knowledge

### GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a **"B"** Grade in every course registered for;
- Complete a total of **36** Credit Hours;
- Apply for Graduation in the **1<sup>st</sup> Week** of your last Semester;
- In the last Semester, you will be required to do **ONLY** the Thesis;
- Successfully write and defend a thesis with not less than a **"B"** Grade.

## HEALTH CARE POLICY & MANAGEMENT COURSE GUIDE

**Courses for the Degree of Master of Public Health (M.P.H.) in Health Care Policy & Management = 36 Cr.Hrs. ADVISOR: THE CHAIRMAN**

<b>FUNDAMENTAL COURSES</b>	<b>CREDIT</b>
1. PUBH 601 Introduction to Public Health	3 CRHRS
2. PUBH 612 Principles of Health Care Management	2 CRHRS
3. PUBH 635 Program Evaluation Seminar	2 CRHRS
4. PUBH 660 Technical Writing	2 CRHRS
	<b>9 CRHRS</b>

<b>MAJOR COURSES</b>	<b>CREDIT</b>
1. PUBH 676 Health Economics	3 CRHRS
2. PUBH 681 Health Care Financing	3 CRHRS
3. PUBH 666 Health Care Policy Design & Implementation	3 CRHRS
4. PUBH 607 Global Health	3 CRHRS
5. PUBH 674 Health Management Planning & Control	3 CRHRS
6. PUBH 680 Strategic Management in Health	3 CRHRS
	<b>18 CRHRS</b>

• PUBH 639 Health Services Research I (HSR I)	4 CRHRS
• PUBH 646 Health Services Research II (HSR II)	5 CRHRS
	<b>9 CRHRS</b>

### COURSE GUIDE

<b>SEM. I</b>	<b>CREDIT</b>
PUBH 601 Introduction to Public Health	3 CRHRS
PUBH 612 Principles of Health Care Management	2 CRHRS
PUBH 660 Technical Writing	2 CRHRS
PUBH 607 Global Health	3 CRHRS
	<b>13 CRHRS</b>
PUBH 680 Strategic Management in Health	3 CRHRS
	<b>13 CRHRS</b>

<b>SEM. II</b>	<b>CREDIT</b>
PUBH 681 Health Care Financing	3 CRHRS
PUBH 676 Health Economics	3 CRHRS
PUBH 666 Health Care Policy Design & Implementation	3 CRHRS
PUBH 639 Health Services Research I (HSR I)	4 CRHRS
	<b>13 CRHRS</b>

### VACATION SCHOOL

PUBH 674 Health Management Planning & Control	3 CRHRS
PUBH 635 Program Evaluation Seminar	2 CRHRS
	<b>5 CRHRS</b>

<b>SEM. III</b>	<b>CREDIT</b>
PUBH 646 Health Services Research II (HSR II)	5 CRHRS
	<b>5 CRHRS</b>

## DEPARTMENT OF ENVIRONMENTAL SCIENCE

### INTRODUCTION

The Department of Environmental Science offers Master of Science (MSc) Degree in Environmental Science. This program is designed basically to accommodate students with Bachelor Degrees in Natural Sciences, Health Sciences, and other related disciplines from a recognized university at home or abroad to pursue a Master's Degree in this area of specialty.

### VISION

To train and qualify graduates in Environmental Science capable of using evidence-based problem-solving approach in dealing with some of the many complex and vexing environmental and related issues challenging Liberia and the world at large.

### MISSION

The Mission of the Department of Environmental Science is to provide a prominent, interdisciplinary graduate program in environmental science that is the first choice of students, and one that provides graduates with the acumen and knowledge of the environment that empowers them to be responsible and active citizens, bright academic professionals or scientists and with a deep social conscience.

### PROGRAM OUTCOMES

Some of the core outcomes of this program are:

- Student will have a developed sense of community, effective engagement with others, responsibility, integrity and ethics
- Student will acquire the foundation skills and the understanding necessary to comprehend, evaluate and solve a plethora of environmental problems and issues.
- Explain the utility and dimension of the technologies available to the graduate students in their studies about the environment.
- Explain how to communicate effectively and decisively as professionals, in diverse settings and communities, on an eclectic range of environmental issues.

### GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a **“B”** Grade in every course registered for;
- Complete a total of **36** Credit Hours;
- Apply for Graduation in the **1<sup>st</sup> Week** of your last Semester;
- In the last Semester, you will be required to do **ONLY** the Thesis;
- Successfully write and defend a thesis with not less than a **“B”** Grade.

## ENVIRONMENTAL SCIENCE COURSE GUIDE

Courses for the Degree of Master of Science (M.Sc.) in Environmental Science = 36 Cr.Hrs.

ADVISOR: THE CHAIRMAN

### FUNDAMENTAL COURSES

		CREDIT
1.	ENSC 601 Introduction to Environmental Science	3 CRHRS
2.	ENSC 602 Natural Resource Conservation & Management	3 CRHRS
3.	ENSC 603 Environmental Health & Pollution	3 CRHRS
4.	ENSC 604 Environmental Management & Sustainable Economic Development	3 CRHRS
		<b>12 CRHRS</b>

### MAJOR COURSES

1.	ENSC 605 Environmental Waste Assessment & Management	3 CRHRS
2.	ENSC 606 Environmental Pollution Toxicity & Control	3 CRHRS
3.	ENSC 608 Biodiversity & Wildlife	3 CRHRS
4.	ENSC 610 Disaster Management	3 CRHRS
5.	ENSC 612 Environmental Geo-Sciences & Restoration Ecology	3 CRHRS
		<b>15 CRHRS</b>
•	PUBH 639 Health Services Research I (HSR I)	4 CRHRS
•	PUBH 646 Health Services Research II (HSR II)	5 CRHRS
		<b>9 CRHRS</b>

### COURSE GUIDE

#### SEM. I

		CREDIT
	ENSC 601 Introduction to Environmental Science	3 CRHRS
	ENSC 602 Natural Resource Conservation & Management	3 CRHRS
	ENSC 603 Environmental Health & Pollution	3 CRHRS
	ENSC 604 Environmental Management & Sustainable Economic Development	3 CRHRS
		<b>12 CRHRS</b>

#### SEM. II

	ENSC 605 Environmental Waste Assessment & Management	3 CRHRS
	ENSC 608 Biodiversity & Wildlife	3 CRHRS
	ENSC 612 Environmental Geo-Sciences & Restoration Ecology	3 CRHRS
	PUBH 639 Health Services Research I (HSR I)	4 CRHRS
		<b>13 CRHRS</b>

#### VACATION SCHOOL

	ENSC 606 Environmental Pollution Toxicity & Control	3 CRHRS
	ENSC 610 Disaster Management	3 CRHRS
		<b>6 CRHRS</b>

#### SEM. III

**5 CRHRS****COURSE DESCRIPTIONS OF THE SCHOOL OF HEALTH SCIENCES****ENSC 601 Introduction to Environmental Science 3 credits**

This course introduces Environmental Science as a discipline. It highlights the principles and basic facts of the natural environment. It covers some key topics like earth materials, land forms, weather and climate, vegetation and soils, and the processes of environmental change and their implications to economic and human systems.

**ENSC 602 Natural Resource Conservation & Management 3 credits**

This course discusses the principles of environmentalism and the history of the conservation movement. Natural Resource and environment are focusing on intra and inter relationship of ecosystem, causes of natural resource and environment destruction, management direction of natural resource and environment.

**ENSC 603/PUBH 628 Environmental Health & Pollution 3 credits**

This course presents Environmental Health and Pollution as a discipline. The course exposes student to the general principles and concepts that guide the practices of Environmental Health and Pollution globally. The factors that interplay in the health practices are discussed to find the basic for the general principles. By the end of the semester, students should be able to: (a) discuss the environmental effects on human and other domesticated species; resource extraction; Environmental Health and toxicology; (b) discuss the concept of air pollution; Effects of Air Pollution; Air Pollution Control and Radon in Indoor air; Water Pollution; Types and Effects of Water Pollution; Water Pollution Control.

**ENSC 604 Environmental Management & Sustainable Economic Dev. 3 credits**

This course is an introduction to ecological, economic, political, and socio-cultural perspectives on relationships between humans and the rest of the natural world. Environmental Management is concerned not only with the impact of humankind on the planet but also with the patterns of human behavior necessary to preserve and manage the environment in a self-sustaining way. Study is linked to the areas of new thinking in environmental management, environmental economics and the quest for alternative technologies. It provides students an interdisciplinary survey of the broad range of contemporary environmental issues and concepts. In the course, students will examine options for developing more sustainable communities and lifestyles in the face of local and global change.

**ENSC 605 Environmental Waste Assessment & Management 3 credits**

This course covers integrated waste management, functional and fundamental properties of hazardous waste, toxicological properties of contaminants, contaminant release mechanisms, fate and transport of contaminants in the environment, contaminated site assessment principles,

quantitative human health risk assessment as applied to contaminated sites, hazard identification, exposure pathway analysis, risk characterization, risk management and site remediation, methods of hazardous waste treatment and contaminated site remediation, and how to secure land disposal of hazardous waste and contaminated soils and sludge.

**ENSC 606                      Environmental Pollution Toxicity & Control                      3 credits**

This course will provide students with an understanding and appreciation of the complex interactions of man, health, and the environment. It will expose students to the multi-disciplinary nature of Environmental Sciences; the information and tools required to assess environmental quality as it relates to human and ecosystem health; the negative impacts that environmental degradation can have on human, wildlife and other bioreceptors in aquatic and terrestrial ecosystems; and the control measures required to minimize, manage and/or eliminate specific environmental problems. The course will address environmental stressors and pollution, their sources in the natural and workplace environments, their modes of transport and transformation, their ecological and public health effects, and existing methods for environmental disease prevention and remediation.

**ENSC 608                      Biodiversity & Wildlife                      3 credits**

This course is a basic biological course introducing students to the diversity of biological resources of the nation with emphasis on their distribution and interrelation with the special ecological setting as basis for ecotourism and wildlife management development. It also provides training on ecological processes that highlight management for sustainable wildlife and ecotourism management on sustainable bases as the wealth of the nation. The national profile of our biodiversity is highlighted. As a practical course, the focus is on the identification, distribution and characterization of these components of the environment to impart useful skills on the students in order to manage biodiversity.

**ENSC 610                      Disaster Management                      3 credits**

This course provides knowledge on how to deal with all aspects of disaster mitigation, preparedness, response and rehabilitation. It covers the definitions of disaster and types of hazards and ways of mitigation and early warning, disaster management cycle, (Mitigation methods, preparedness, response coordination, rehabilitation), resilient construction, first aid, natural resource management, disaster management system, etc...

**ENSC 612                      Environmental Geo-Sciences & Restoration Ecology                      3 credits**

This course covers both environmental geology and restoration ecology. Environmental geology is an interdisciplinary study of the physical processes and responses which modify environmental systems. Exhaustive treatments of the nature and analysis of earth materials as environmental substrates and their responses to stress are represented, as are other techniques in geosciences focusing on earth-surface properties. The science of restoration ecology and the practice of ecological restoration will also be examined through lectures and in-class discussion. Emphasis is placed on application of ecological concepts, models, and methodologies to restoration of degraded

and impaired ecosystems. The potential for exploiting restoration projects as large-scale ecosystem experiments and the importance of grounding restoration efforts in basic ecological theory are discussed.

**NRSG 603                      Theoretical Foundations in Nursing                      3 credits**

This course focuses on exposing the students to a wide range of theory. It provides the students with the basis for understanding, constructing, formulating, applying and evaluating theory. It will also examine the role that theory plays in providing the scientific basis for nursing praxis. Selected theories and conceptual framework will be studied and critiqued for their utilization in terms of nursing knowledge development as they relates to practices and research. Selected concepts and theories pertinent to the practice of professional nursing are developed. Historical, legal, cultural, economic, and social factors that influence nursing and health care delivery are analyzed. Various philosophical perspectives on professional nursing practice are considered. Nursing theories are addressed as frameworks for practice. Strategies are discussed for analyzing and managing ethical dilemmas in nursing and health care.

**NRSG 613                      Professional Leadership Management and Issues                      3 credits**

This course examines managerial and leadership concepts issues, roles and functions as applied to the roles of the professional nurses in various healthcare settings. The course prepares student for the rapidly evolving world of health care affecting practice, as well as the issues facing today's nurse managers and tomorrow's nurse leaders. It provides the most practical and balanced preparation for the issues, trends, and management topics students will encounter in practice. Using the context of the management process, the students are introduced to planning, organizing and staffing phases of the management process. Emphasis is given to issues common to first and middle level managers, including strategic planning, planned change, time management, organization structure, power authority and power in organization and staffing model. Theories of leadership, management and organizations are analyzed and their application to health care system explored. This course assists students to develop skills in leadership program and management and team leading.

**NRSG 615                      Global and National Health Issues                      3 credits**

This course is designed to enable students to understand the global and major pattern in the world wide distribution of health and illness including the extent to which these pattern change over time. This course prepares students to think strategically about approaches to health problems on a National and International scale.

**NRSG 616                      Program Design and Evaluation                      3 credits**

This course is designed to enable students to explore the theoretical basis of Program Design, Supervision, and Monitoring & Evaluation. It prepares the student for the theoretical and practical outline of project design in the field. It enables the students to analyze their specialist role in multidisciplinary team and to analyze the Logical Framework at local and international levels and





This course is an analysis of nutrition issues concerned with health and disease. Biochemical, physiological and socioeconomic interactions will be evaluated as they relate to the development, implementation, monitoring and evaluation of nutrition programs and research that affect women reproductive health and children.

**PUBH 625                      EPID IV: Field Epidemiology & Data Analysis                      3 credits**

This course is designed to integrate and apply concepts learned in previous biostatistics and epidemiologic methods courses as they relate to epidemiologic studies. The conceptual basis for the design, conduct, and analysis of observational and experimental studies will be covered, focusing on providing students with data analysis, interpretation, and presentation skills. Students will gain hands-on experience in designing and analyzing studies through classroom sessions and field works.

**PUBH 626                      Behavioral Science & Health Education                      3 credits**

This course is designed as an introductory course for students desiring to pursue a degree in public health. Core contents of this course will have students focus on the characteristics of behaviors that lead to negative health outcomes and how to design health education, promotion and counseling that reignite positive behavior changes which results in better health and fewer illnesses.

**PUBH 630                      Population Studies                      2 credits**

This course is an introduction to demography and population studies. Demography concerns itself with the formal (quantitative) analysis of population size, distribution, structure, and change, whereas population studies deals with the sociological determinants (broadly speaking) and consequences of demographic phenomena. Students in this course will learn the basic concepts, methods and theories of these two interrelated aspects of the study of population. Some topics include: Population History, Population

Age-Sex Structure, Fertility, Mortality and Population Health, Migration, Explanations of Nuptiality Change and Liberian Nuptiality Trends, Urbanization, Population and Resources, and Population Change and Policy Concerns.

**PUBH 635                      Program Evaluation Seminar                      2 credits**

This course will have students familiarize with different types of program evaluation, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Students will gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, and development of an evaluation plan to measure impact.

**PUBH 639                      Health Services Research I (HSR I)                      4 credits**

This course is meant to support students in writing their research proposal and Master's thesis. After this course, students should be able to review the literature and identify an interesting gap, formulate a research question, write a literature review, elaborate a focused research plan, and provide feedback on others' research work. In addition, students will have become familiar with designing a study, the methods of data collection, and options to analyze data.

**PUBH 646**                    **Health Services Research II (HSR II)**                    **5 credits**  
This course focuses on completing the thesis requirement as student transition from Health Services Research I. In this course, students will concentrate on data collection, analysis, and report writing.

**PUBH 652**                    **Community & Health Determinants**                    **3 credits**  
This course is a seminar course that involves inter-active discussions, assignments and presentations. The course examines the relationship between the community and the determinants of health in the environment. It discusses factors in the community that determine the health of the people; these factors are to be dissected at the personal, family, industrial and the society levels.

**PUBH 660**                    **Technical Writing**                    **2 credits**  
This course is designed to prepare students for effective communication activities, practical information about communicating in different kinds of workplace environments and professional/technical discourse communities. students will required to produce and analyze a number of common technical writing genres, including emails, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals. They will work toward understanding how to analyze and react to rhetorical situations each genre and writing situation presents, including issues of audience, organization, visual design, style, and the material production of documents.

**PUBH 666**                    **Health Care Policy Design & Implementation**                    **3 credits**  
This course examines the political economy that shapes the development, implementation, and changes in national health policy. The impact and role of key health policy players from the public and private sectors will be examined including legislators and executives in governments, employers, healthcare providers, insurers, and industry, academia and consumer groups.

**PUBH 674**                    **Health Management Planning & Control**                    **3 credits**  
This course contains the basic function of the manager which is the planning aspect. The strategic planning process details two broad environment – the external environment that stresses the societal environment where the social cultural, the economics, technological, and the political-legal environments are discussed; and the internal environment which looks at the core competencies, the financial and material resources must be assessed for bettering decision making in health management system. This course can also be viewed as a “management audit” where the decision making steps in management are being taught.

**PUBH 676**                    **Health Economics**                    **3 credits**  
This course is intended to give you an understanding of and appreciation for the traditional issues in health economics. The topics to be covered are: the role of prices, the production of health, the

demand for health care, health insurance theory, the demand for health insurance, the health insurance market and managed care, the market for physicians' services, production and cost of health care in hospitals and nursing homes, labor issues, pharmaceuticals, cost effectiveness analysis, equity and efficiency, role of government in the health economy, international comparisons, Medicaid and Medicare, and national health insurance and reform. Note that this course is designed to provide you with the knowledge of fundamental principles of economic concepts and evaluation methods.

**PUBH 680                      Strategic Management in Health                      3 credits**

This course focuses on the development and implementation of strategy and market positioning by health care organizations in the changing health care marketplace. The course stresses practical approaches to articulate an organization's mission and vision and formulate strategies that fit the external and internal situation. Topics such as External and internal assessment, Strategy development, Strategy implementation, Market positioning, Redesigning organization structures to support strategy, Provider-purchaser relationships, Vertical and horizontal integration models, Governance and management structures, and Performance benchmarking will be covered.

**PUBH 681                      Health Care Financing                      3 credits**

This course focuses on the application of finance (accounting and financial management) theory, principles, and concepts to healthcare organizations.

### 6.3 THE SCHOOL OF EDUCATION

The School of Education currently offers Master's Degree in five fields of study.

The five fields of study are as follow:

1. Educational Planning..... M.Ed.
2. Educational Administration & Supervision..... M.Ed.
3. Teaching..... M.A.
4. Administration in Higher Education..... M.A.
5. Curriculum Studies and Instruction..... M.A.

Any applicant with a good first degree from a recognized university or equivalent institution, with an average of 3.00 or better in the major area may be considered for admission into one of the programs. Applicants are required to take the GRE (Graduate Record Examination (GRE) or Miller Analogies Test (MAT). In special cases, a candidate may be admitted to the program with less than a Grade Point Average of 3.00 in the major area but not less than 2.5. Consideration will also be given to the GPA of the applicant during the last two years of college and background experience in the professional field. Applicant should also have at least two years of professional education experience before embarking upon graduate studies at Cuttington University Graduate School for Master's Degree in teacher education. However, applicants who have not had teacher education but have been working in the field (classroom) may apply and when admitted, will be required to do at least two remedial courses in education, to compensate for the deficiency before they can register for courses at the Master's Degree level.

Those who do not have a background in teacher education, but have not been in the field of professional education for a period of five or more years will be allowed to apply for programs in Curriculum Studies & Instruction and for Educational Administration & Supervision as a major.

Their experience and transcripts will be evaluated and they must demonstrate background competencies in the field of psychology, methodology, evaluation and principles of teaching. If they do not have these competencies, they will be required to make up for these deficiencies by taking at least two of the following courses:

EDUC 301: Educational Psychology

EDUC 336: Curriculum Methods

EDUC 307: Educational Evaluation

EDUC 600: Teaching Strategies in the Classroom

## DEPARTMENT OF EDUCATIONAL PLANNING, ADMINISTRATION & SUPERVISION

### INTRODUCTION

For any program or project to succeed, it is imperative that it must have had good planning. To upgrade the quality of education in Liberia, educational institutions have a responsibility of training administrators who would be equipped with knowledge and skills of good and professional planning. The Cuttington University Graduate School has therefore developed advanced courses in Planning and Administration to train High School and University administrators in the art of Planning and Supervision that will empower any educator with the best knowledge in planning and administration, comparable only to graduates from the best institutions in the world. Our programs have been carefully crafted to enrich the experiences of our graduates and make them look back with pride to what they have gained from Cuttington University.

### VISION

The vision of this Department is to produce graduates with initiative and creativity that will make them overcome the challenges of the 21st century. They will be encouraged to gain skills in information and communication technology that will enable them link up with other Universities and Researchers around the world.

### MISSION

The Mission of this Department will not deviate from that of the University which is: Sancte et Sapiente: 'to be holy and wise.' However, certain core values will be emphasized to make them stand out as Cuttington Products: Tolerance; Service to Humanity and Love of Country!!

### PROGRAM OUTCOMES

A product from the above Department should be able to assume any position in the field of Education in the public or private sector, here in Liberia or anywhere else in the world. They will be very competent, not only in planning but also in administration and Supervision.

### GRADUATION REQUIREMENTS

Candidates must complete, at least, thirty-six hours in their field of specializations. A candidate who obtains a grade of "D" or "C" in any subject, must repeat the course and obtain a "B" or an "A" before he/she can graduate. A candidate who did not have teacher training before enrolling for the Master program, must do, at least, six hours of foundation courses before taking courses at the Master Degree level.

## EDUCATIONAL PLANNING COURSE GUIDE

**Courses for the Degree of Master of Education (M.Ed.) in Educational Planning = 36 Cr.Hrs.**

**ADVISOR: THE CHAIRMAN**

FUNDAMENTAL COURSES		CREDIT
1.	EDUC 514 Economics of Education & Educational Finance	3 CRHRS

2.	EDUC 516	Educational Policy Analysis	3 CRHRS
3.			
4.	EDUC 551	Contemporary Issues & Innovation in Education in Liberia	3 CRHRS
5.	EDUC 523	Administrative System of Education in Liberia	3 CRHRS
			<b>12 CRHRS</b>

### MAJOR COURSES

1.	EDUC 511	Educational Planning: Concepts & Issues	3 CRHRS
2.	EDUC 535	Financial Administration in Education	3 CRHRS
3.	EDUC 512	Plan Preparation, Implementation & Evaluation	3 CRHRS
4.	EDUC 518	Project Planning and Development	3 CRHRS
5.	EDUC 513	System Approach to Educational Planning	3 CRHRS
			<b>15 CRHRS</b>
•	EDUC 553	Thesis Writing Seminar	4 CRHRS
•	EDUC 599	Thesis Writing	5 CRHRS
			<b>9 CRHRS</b>

### COURSE GUIDE

#### SEM. I

EDUC 511	Educational Planning: Concepts & Issues	3 CRHRS
EDUC 514	Economics of Education & Educational Finance	3 CRHRS
EDUC 516	Educational Policy Analysis	3 CRHRS
EDUC 523	Administrative System of Education in Liberia	3 CRHRS
		<b>12 CRHRS</b>

#### SEM. II

EDUC 512	Plan Preparation, Implementation & Evaluation	3 CRHRS
EDUC 551	Contemporary Issues & Innovation in Education in Liberia	3 CRHRS
EDUC 518	Project Planning and Development	3 CRHRS
EDUC 553	Thesis Writing Seminar	4 CRHRS
		<b>13 CRHRS</b>

#### VACATION SCHOOL

EDUC 535	Financial Administration in Education	3 CRHRS
EDUC 513	System Approach to Educational Planning	3 CRHRS
		<b>6 CRHRS</b>

#### SEM. III

EDUC 599	Thesis Writing	5 CRHRS
		<b>5 CRHRS</b>

### EDUCATIONAL ADMINISTRATION AND SUPERVISION COURSE GUIDE

Courses for the Degree of Master of Education (M.Ed.) in Educational Administration and Supervision = 36 Cr.Hrs. ADVISOR:

#### FUNDAMENTAL COURSES

#### CREDIT

1.	EDUC 502	Educational Planning	3 CRHRS
2.	EDUC 506	Advanced Educational Psychology	3 CRHRS
3.	EDUC 560	Educational Guidance & Counseling	3 CRHRS
			<b>9 CRHRS</b>

### MAJOR COURSES

1.	EDUC 503	Curriculum Development & Program Planning	3 CRHRS
2.	EDUC 504	Supervision of Instruction	3 CRHRS
3.	EDUC 507	Educational Administration	3 CRHRS
4.	EDUC 509	Personnel and Financial Management	3 CRHRS
5.	EDUC 613	Administrative Decision Making	3 CRHRS
6.	EDUC 617	Social & Cultural Foundation in Education	3 CRHRS
			<b>18 CRHRS</b>
• EDUC 553 Thesis Writing Seminar			4 CRHRS
• EDUC 599 Thesis Writing			5 CRHRS
			<b>9 CRHRS</b>

### COURSE GUIDE

SEM. I		CREDIT
EDUC 502	Educational Planning	3 CRHRS
EDUC 503	Curriculum Development & Program Planning	3 CRHRS
EDUC 504	Supervision of Instruction	3 CRHRS
EDUC 507	Educational Administration	3 CRHRS
		<b>12 CRHRS</b>
SEM. II		
EDUC 553	Thesis Writing Seminar	4 CRHRS
EDUC 506	Advanced Educational Psychology	3 CRHRS
EDUC 560	Educational Guidance & Counseling	3 CRHRS
EDUC 613	Administrative Decision Making	3 CRHRS
		<b>13 CRHRS</b>
VACATION SCHOOL		
EDUC 509	Personnel and Financial Management	3 CRHRS
EDUC 617	Social & Cultural Foundation in Education	3 CRHRS
		<b>6 CRHRS</b>
SEM. III		
EDUC 599	Thesis Writing	5 CRHRS
		<b>5 CRHRS</b>

### ADMINISTRATION IN HIGHER EDUCATION COURSE GUIDE

Courses for the Degree of Master of Arts (M.A.) in Administration in Higher Education = 36  
Cr.Hrs. ADVISOR: THE CHAIRMAN

FUNDAMENTAL COURSES		CREDIT
1.	EDUC 511 Educational Planning: Concepts & Issues	3 CRHRS

2.	EDUC 514	Economics of Education & Educational Finance	3 CRHRS
3.	EDUC 555	Computer Application in Education	3 CRHRS
			<b>9 CRHRS</b>

### MAJOR COURSES

1.	EDUC 516	Educational Policy Analysis	3 CRHRS
2.	EDUC 531	Principles of Higher Education Administration	3 CRHRS
3.	EDUC 536	Contemporary Issues in Higher Education	3 CRHRS
4.	EDUC 524	Human Resource Development in Institution	3 CRHRS
5.	EDUC 532	Higher Education Institutions & their Environment	3 CRHRS
6.	EDUC 535	Financial Administration, Management & Acct.	3 CRHRS
			<b>18 CRHRS</b>

- EDUC 553 Thesis Writing Seminar 4 CRHRS
- EDUC 599 Thesis Writing 5 CRHRS

**9 CRHRS**

### COURSE GUIDE

#### SEM. I

			CREDIT
EDUC 511	Educational Planning: Concepts & Issues		3 CRHRS
EDUC 514	Economics of Education & Educational Finance		3 CRHRS
EDUC 516	Educational Policy Analysis		3 CRHRS
EDUC 531	Principles of Higher Education Administration		3 CRHRS
			<b>12 CRHRS</b>

#### SEM. II

EDUC 553	Thesis Writing Seminar		4 CRHRS
EDUC 536	Contemporary Issues in Higher Education		3 CRHRS
EDUC 524	Human Resource Development in Institution		3 CRHRS
EDUC 535	Financial Administration, Management & Acct.		3 CRHRS
			<b>13 CRHRS</b>

#### VACATION SCHOOL

EDUC 532	Higher Education Institutions & their Environment		3 CRHRS
EDUC 555	Computer Application in Education		3 CRHRS
			<b>6 CRHRS</b>

#### SEM. III

EDUC 599	Thesis Writing		5 CRHRS
			<b>8 CRHRS</b>

## **DEPARTMENT OF INSTRUCTION AND CURRICULUM STUDIES**

### **INTRODUCTION**

Not many students at the University level in West Africa want to major in teaching. They view the teaching profession as low and not attractive enough because teachers' salaries are lower than the salaries and benefits obtained by their counterparts in the Civil service and the business sectors. Thus, with little guidance and counseling, many University graduates, even including some of those who attended teachers colleges, find themselves entering the civil service or deviating into fields for which they had no training. Cuttington University is determined to change this trend. The introduction of the Post Graduate Diploma in Teaching and the Master of Arts Degree in Teaching has impacted the lives of several teachers and they have become ambassadors for the University. This has encouraged the Graduate School Administration to publicize these courses. At the same time, the Government of Liberia, through the Ministry of Education is making efforts to increase teachers' salaries and to improve their condition of service. The School of Education will undertake programs to sensitize the public about the importance and the need for University students to rethink their future and embrace the teaching profession for the eventual prosperity of the country.

### **VISION**

This department hopes to serve as a catalyst, in the next five to ten years, in transforming the negative, attitude of Liberians, especially the youth, towards the noble teaching profession, thereby drawing many people into the classroom.

### **MISSION**

Still being inspired by the Mission of the University, the School of Education will strive for excellence in its training programs in order to produce men and women of high credibility who fear God and love their neighbor as themselves.

### **PROGRAM OUTCOMES**

New breed of teachers will exit from the programs, equipped with knowledge and skills to work with School children, the communities and the youth, to initiate development programs in all areas of life.

### **GRADUATION REQUIRMENTS**

Candidates for the Master of Arts in Teaching will be in two categories; 1) Those who completed the Graduate Diploma in Teaching will do 21 credit hours to earn their Masters Degrees; 2) those

who have never had teacher training will do six hours of foundation courses and complete 36 hours of course work before obtaining their Master Degrees.

## CURRICULUM STUDIES AND INSTRUCTION COURSE GUIDE

**Courses for the Degree of Master of Arts (M.A.) in Curriculum Studies and Instruction = 36**

**Cr.Hrs. ADVISOR: THE CHAIRMAN**

<b>FUNDAMENTAL COURSES</b>		<b>CREDIT</b>
1.	EDUC 511 Educational Planning: Concepts & Issues	3 CRHRS
2.	EDUC 509 Seminar in Financial Management in Educational Institution	3 CRHRS
3.	EDUC 523 Administrative System of Education in Liberia	3 CRHRS
4.	EDUC 536 Contemporary Issues in Higher Education	3 CRHRS
		<b>12 CRHRS</b>
<b>MAJOR COURSES</b>		
1.	EDUC 562 The Curriculum and Its Process	3 CRHRS
2.	EDUC 563 Patterns of Curriculum Organization	3 CRHRS
3.	EDUC 564 Planning & Designing School's Curriculum	3 CRHRS
4.	EDUC 567 Curriculum Evaluation	3 CRHRS
5.	EDUC 569 Curriculum Implementation & Innovation	3 CRHRS
		<b>15 CRHRS</b>
•	EDUC 553 Thesis Writing Seminar	4 CRHRS
•	EDUC 599 Thesis Writing	5 CRHRS
		<b>9 CRHRS</b>

### COURSE GUIDE

<b>SEM. I</b>		<b>CREDIT</b>
EDUC 511	Education Planning: Concepts & Issues	3 CRHRS
EDUC 536	Contemporary Issues in Higher Education	3 CRHRS
EDUC 562	The Curriculum and Its Process	3 CRHRS
EDUC 563	Patterns of Curriculum Organization	3 CRHRS
		<b>12 CRHRS</b>
<b>SEM. II</b>		
EDUC 567	Curriculum Evaluation	3 CRHRS
EDUC 509	Seminar in Financial Management in Educational Institution	3 CRHRS
EDUC 523	Administrative System of Education in Liberia	3 CRHRS
EDUC 553	Thesis Writing Seminar	4 CRHRS
		<b>13 CRHRS</b>
<b>VACATION SCHOOL</b>		
EDUC 564	Planning & Designing School's Curriculum	3 CRHRS
EDUC 569	Curriculum Implementation & Innovation	3 CRHRS
		<b>6 CRHRS</b>
<b>SEM. III</b>		
EDUC 599	Thesis Writing	5 CRHRS
		<b>5 CRHRS</b>

## TEACHING COURSE GUIDE

Courses for the Degree of Master of Arts (M.A.) in Teaching = 21 Cr.Hrs.

ADVISOR: THE CHAIRMAN

### FUNDAMENTAL COURSES

		CREDIT
1.	EDUC 511 Educational Planning: Concepts & Issues	3 CRHRS
2.	EDUC 531 Principles of High Education Admin.	3 CRHRS
		<b>6 CRHRS</b>

### MAJOR COURSES

1.	EDUC 600 Teaching Strategies in the Classroom	3 CRHRS
2.	EDUC 522 Instructional Planning and Evaluation	3 CRHRS
		<b>6 CRHRS</b>
•	EDUC 553 Thesis Writing Seminar	4 CRHRS
•	EDUC 599 Thesis Writing	5 CRHRS
		<b>9 CRHRS</b>

### COURSE GUIDE

#### SEM. I

		CREDIT
EDUC 511	Educational Planning: Concepts & Issues	3 CRHRS
EDUC 531	Principles of High Education Administration	3 CRHRS
EDUC 600	Teaching Strategies in the Classroom	3 CRHRS
EDUC 553	Thesis Writing Seminar	4 CRHRS
		<b>13 CRHRS</b>

#### SEM. II

EDUC 522	Instructional Planning and Evaluation	3 CRHRS
EDUC 599	Thesis Writing	5 CRHRS
		<b>8 CRHRS</b>



A careful examination of various educational and psychological theories and empirical research with special attention to implications for the applications to instructional planning at various developmental levels will be done.

**EDUC 507**                      **Educational Administration**                      **3 credits** The study of the organization of schools and techniques and procedures in managing schools including decision-making, goal implementation, and utilization of community resources, plant management and community involvement are treated.

**EDUC 509**                      **Personnel and Financial Management**                      **3 credits** This course examines the trends, issues, scope and practices of personnel administration in schools. Personnel management strategies, theories of managing school personnel and addressing the evaluation protocol for classified and certificated personnel will be addressed, along with recruiting, developing, and retaining staff. The course also examines the trends, issues, scope and practices of school finance. Financial management strategies, techniques for developing a projected budget and strategic plan, Local Control Funding Formula and Local Control Accountability Plan will be addressed.

**EDUC 511**                      **Educational Planning: Concepts and Issues**                      **3 credits** This course deals with what planning generally is about and what is embodied in Educational Planning in particular. It treats such issues as the nature scope of Educational Planning, the basic approaches to educational planning, quantitative and qualitative aspects of educational Planning and a review of educational plans in Liberia.

**EDUC 512**                      **Plan Preparation, Implementation and Evaluation**                      **3 credits** This course provides an introduction to the design and implementation of evaluations of educational programs. Students will be introduced to the theory and practice of educational evaluation by reviewing evaluation reports and papers, preparing evaluation designs, and developing evaluation instruments.

**EDUC 513**                      **System Approach to Educational Planning**                      **3 credits** The course is designed to provide comprehensive principles of educational planning and administration. It will cover the history of educational planning and administration, and types of planning. Conditions for success in education planning and administration and classroom management problems and issues are explained.

**EDUC 514**                      **Economics of Education & Educational Finance**                      **3 credits** The course discusses the economic factors underlying the development of education in Liberia, sources of educational funds and the role of the government and persons and organizations in the provision of school services.

**EDUC 516**                      **Educational Policy Analysis**                      **3 credits**

Educational policy analysis is defined as the application of sound social scientific inquiry methods to problems in the practice of education at all levels, with due attention given to the historical, socio-economic, and political context of those problems. The course is not designed to teach specific data analysis skills, but to familiarize students with several key problems in higher education policy, and help them think more coherently and systematically about this policy arena. The course will focus first on the policy process itself and its politics, then turn more specifically to higher education and numerous issue areas.

**EDUC 518                      Project Planning and Development                      3 credits**

The goal of this course is to help student develop a proposal for an educational or development project for which he/she could seek funding. This course is about planning and managing educational projects.

**EDUC 522                      Instructional Planning and Evaluation                      3 credits**

This course deals with issues concerned with the planning and evaluation of programs of the system of education in Liberia, including an overview of the activities of the various levels. The need to plan for a change in educational program to suit the needs of communities and people receives special attention.

**EDUC 523                      Administrative System of Education in Liberia                      3 credits**

This course treats the major aspects of educational administration with particular emphasis on the role of school principals in Liberian schools. The effective functioning of the Liberian educational system receives special attention.

**EDUC 524                      Human Resource Development in Institution                      3 credits**

This course treats the major aspects of educational administration with particular emphasis on the role of school principals in Liberia.

**EDUC 531                      Principles of High Education Administration                      3 credits**

This course provides a comprehensive understanding of the theory and practice of higher education administration and covers functional areas and issues critical to effective management in college and university settings including advising and helping skills, multicultural competence, legal issues, organizational and administration, personal and organizational leadership, and research and assessment. Case studies, applied research, field experience, and a research project enable students to apply learning immediately to higher education practice and professional development. The coursework provides a strong foundation in the theory and practice of higher education administration. Students are introduced to a broad range of administrative leadership at 2 and 4 year colleges and universities.

**EDUC 532                      Higher Education Institutions and their Environment                      3 credits**

This course seeks to help students acquire a deep understanding of the relationship between Higher Education Institutions and the environments in which they operate and develop the

attendant abilities to analyze the fit between an institution's strategy and operations and its environment.

**EDUC 535                      Financial Administration in Education                      3 credits**

This course is devoted to the examination of critical concepts in higher education finance by analyzing key theories, structures and challenges of college and university financing. Funding sources, the role of state governments, allocation of resources, balancing budgets and contingency plans will be discussed along with ethical considerations of major public policy issues in financing higher education such as affordability, access/choice, equity, productivity and accountability, and the public private benefits of higher education.

**EDUC 536                      Contemporary Issues in Higher Education                      3 credits**

The administration of higher education is fraught with complex debates on topics of concern to internal and external constituencies, and those who work in higher education are required to communicate professional and scholarly positions, institutional commitments, and strategic decisions to a variety of audiences. The course explores the foundations of higher education through critical analysis of contemporary issues in the field. Students will assess potential implications of policy recommendation and administrative decisions in areas such as affordability, access, academic freedom, privacy concerns, and commercialization.

**EDUC 551      Contemporary Issues & Innovation in Education in Liberia                      3 credits**

Contemporary issues such as health, housing, gender disparity, and poverty, pressure groups, family, and community values affect education at local, national, and international levels. This course will assist Students in appreciating the strengths, challenges, innovations, and reforms in education at both national and international levels. They will be empowered not only to adopt viable strategies and approaches in their professional practice but also to implement prescribed educational policies and programmes.

**EDUC 553                      Thesis Writing Seminar                      4 credits**

This course is meant to support students in writing their research proposal and Master's thesis. After this course, students should be able to review the literature and identify an interesting gap, formulate a research question, write a literature review, elaborate a focused research plan, and provide feedback on others' research work. In addition, students will have become familiar with designing a study, the methods of data collection, and options to analyze data.

**EDUC 555                      Computer Application in Education                      3 credits**

This course will provide an overview of some of the current uses of microcomputers in education and an evaluation of educational software. Applications in the areas of administration, instruction, and pupil personnel services will be examined.

**EDUC 560                      Educational Guidance and Counseling                      3 credits**

Guidance is described as the total process which enables individual learner to be directed or guided. This guide is available to the individual's educational, social, emotional, health, vocational

and leisure time needs for the individual's preparation for suitable occupation and happy life. Counseling involves helping individuals to become more fully aware of him/her and the ways of responding to influences in the environment. It further assists him/her to establish some personal filling to his behavior and to develop and clarify his/her set of goals and values for future behavior. To this end, multiple approaches on the role of the counselor in needs assessment, programme planning, and counseling to diverse populations, study of problems, issues, trends and ethical responsibilities are covered.

**EDUC 562                      The Curriculum and Its Process                      3 credits**

This course deals with the scope of curriculum study, the concept of curriculum, the formulation of objectives, the selection of content, the design of learning experiences, organization of learning and evaluation.

**EDUC 563                      Patterns of Curriculum Organization                      3 credits**

Subject curriculum organization activity curriculum organization themes or topic organization, core curriculum organization and the merits and demerits of each are discussed.

**EDUC 564                      Planning and Designing a School's Curriculum                      3 credits**

Theories of curriculum design, the types of curriculum –centralized, flexible and decentralized curriculum models are studied. Also, discussed are: what goes into the curriculum, who designs the curriculum, the teacher and curriculum design as well as research and curriculum design.

**EDUC 567                      Curriculum Evaluation                      3 credits**

The concepts of assessment, measurement, evaluation of curriculum, as well as definition of curriculum evaluation are studied. Also included are the types of Curriculum Evaluation and steps in Evaluation Educational projects, instrumentation for curriculum Evaluation. It involves questionnaire design, interview, schedules, observation techniques, attitude measurement, document analysis and tests and development. It also deals with Formative and Summative Evaluation of Educational Program.

**EDUC 569                      Curriculum Implementation and Innovation                      3 credits**

The concept of implementation, the pre-requisites for implementing a curriculum (formative evaluation at the stages of the development of the curriculum, tryout, field trial and dissemination strategies) is explored. Also explored are the process and conditions which ensure effective implementation, the nature of curriculum innovation, levels at which innovation may occur, trial testing of new program. Also included are developing appropriate texts and other resources as well as factors which promote innovation and factors which impede innovation.

**EDUC 599                      Thesis Writing                      5 credits**

This course focuses on completing the thesis requirement. Students concentrate on finishing their thesis write-up and orally presenting a defensible result of their research work. The prerequisite is EDUC 553.

**EDUC 600                      Teaching Strategies in the Classroom                      3 credits**

This is a competency-based course in which stimulated and actual teaching strategies will take place either in the college classroom or in a field of experience. Microteaching, videotaping, clinical supervision, use of checklists interaction analysis, apprentice-modeling will be employed.

**EDUC 613                      Administrative Decision Making                      3 credits**

This course involves issues that relate to school administrative matters that are correlated with decision making theory for the purpose of soliciting a plan or design. The orderly use of alternative theories in problem solving will be emphasized.

**EDUC 617                      Social and Cultural Foundation in Education                      3 credits**

The course provides students the opportunity to study education, not only as schooling, but broadly as a dynamic cultural and political force that unfolds in a wide range of shifting and overlapping sites of learning. Students will consider education as a dynamic process that shapes social identities and social life as well as the learning of values and beliefs, all of which are central to how people make cognitive and emotional investments and act in the world. As such, education is a significant force in creating, maintaining, and challenging assumptions of neutrality and hierarchies of race, ethnicity, gender, class, and sexual difference. From this perspective, education is an indispensable tool for creating conditions for social justice and democratic life. In this context, students investigate the pedagogical and cultural conditions necessary for supporting the flourishing of human agency and the redefinition of human engagement in social life.

#### 6.4 THE SCHOOL OF THEOLOGY

The School of Theology currently offers a Master of Arts (MA) degree in four areas of specialization: Biblical Studies, Historical Theology, Systematic Theology, and Pastoral Theology. Each Master's program at CUGS/PS takes one and half years full-time and up to three years part-time. The required credits hours for graduation are thirty-six (36). In addition to the four core courses that all students in the School of Theology must take, they must also all do a Thesis Seminar (EDU 553) course for four credits and Thesis Writing (EDU 599) course for five credits.

Those desiring to pursue Masters studies at CU must pass the Cuttington University Graduate School's Graduate Records Exams (GRE); show proof of graduation from any recognized universities; face and pass an interview before the Admission Panel of the CUGS to determine placement; and must have obtained his/her undergraduate degree with an overall grade point average of not less than 2.5. A student who has no theological training prior to his/her coming to CUGS will be required, in addition to having met all the requirements to be accepted to undertake MA studies, to do three rudimentary courses without any credits except to pass them: Introduction to Holy Scripture (BIBS 500), Introduction to Theology (SYST 501), and Introduction to Church History (HIST 502) and pass all before beginning the MA program in theology. Also those desiring to specialize in biblical studies must have learnt the required biblical languages of Hebrew for the Old Testament and Greek for the New Testament or must take language courses in Old Testament (2) or New Testament (2) without any credits except to pass them.

In order to graduate from the School of Theology, the student must:

1. Earn at least a "B" Grade in every course registered for;
2. Complete the total of 36 credit hours
3. Apply for graduation in the first week of his/her last semester;
4. In your last semester, she/he will be required to do ONLY the Thesis and no other courses;

5. Successfully write and defend a thesis (65-75 pages) or a project with not less than a “B” Grade

## DEPARTMENT OF BIBLICAL STUDIES

### INTRODUCTION

The Biblical Studies program was established to provide graduate level education and training in Bible and theology for men and women. This program is accomplished in a unique way through our key distinctives:

- Biblical – curriculum is based on a biblical world view, founded on scriptural truth, with its focus on ministry preparation and life transformation.
- Diverse – students study and experience the education process with fellow students from a variety of ethnic and cultural backgrounds.

### VISION

Our vision is that by 2024, Biblical Studies- will become the premier Biblical program in Liberia and West Africa focused on transforming a diverse student body to serve Christ and impact families, churches and communities in the establishment of the Kingdom of God.

### MISSION

The Department of Biblical Studies-Houston provides biblically based education for the Body of Christ, with primary focus on African-American and other ethnic minority groups, and equips its students with a biblical worldview for Christian service to the church and the world.

### PROGRAM OUTCOMES

Graduates or students of the program of Biblical Studies will be able to build contextual bridges with socio-cultural modes and illuminate the gaps between biblical and contemporary understanding and interpretations and distinguish metaphorical and gaps thus leading us the proper and correct interpretation

### GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a “B” Grade in every course registered for;

- Complete a total of **36** Credit Hours;
- Apply for Graduation in the **1<sup>st</sup> Week** of your last Semester;
- In the last Semester, you will be required to do **ONLY** the Thesis;
- Successfully write and defend a thesis with not less than a **“B”** Grade.

## BIBLICAL STUDIES COURSE GUIDE

**Courses for the Degree of Master of Arts (M.A.) in Biblical Studies = 36 Cr.Hrs. ADVISOR:  
THE CHAIRMAN**

	<b>FUNDAMENTAL COURSES</b>	<b>CREDIT</b>
1.	BIBS 501      Biblical Hermeneutics	3 CRHRS
2.	SYST 524      African Traditional Philosophy & Theology	3 CRHRS
3.	SYST 52I      Dogmatics	3 CRHRS
4.	HIST 515      Medieval Theology	3 CRHRS
5.	THEO 540      Theological Writing	3 CRHRS
		<b>15 CRHRS</b>
	 <b>MAJOR COURSES</b>	
1.	BIBS 502      The Pentateuch	3 CRHRS
2.	BIBS 503      The Writings	3 CRHRS
3.	BIBS 504      The Prophets	3 CRHRS
4.	BIBS 509      New Testament Theology	3 CRHRS
		<b>12 CRHRS</b>
	 • EDUC 553      Thesis Writing Seminar	4 CRHRS
	• EDUC 599      Thesis Writing	5 CRHRS
		<b>9 CRHRS</b>

## COURSE GUIDE

	<b>SEM. I</b>	<b>CREDIT</b>
	BIBS 501      Biblical Hermeneutics	3 CRHRS
	SYST 524      African Traditional Philosophy & Theology	3 CRHRS
	SYST 52I      Dogmatics	3 CRHRS
	THEO 540      Theological Writing	3 CRHRS
		<b>12 CRHRS</b>
	 <b>SEM. II</b>	
	BIBS 509      New Testament Theology	3 CRHRS
	BIBS 503      The Writings	3 CRHRS
	BIBS 504      The Prophets	3 CRHRS
	EDUC 553      Thesis Writing Seminar	4 CRHRS
		<b>13 CRHRS</b>
	 <b>VACATION SCHOOL</b>	
	BIBS 502      The Pentateuch	3 CRHRS
	HIST 515      Medieval Theology	3 CRHRS
		<b>6 CRHRS</b>

## DEPARTMENT OF HISTORICAL THEOLOGY

### INTRODUCTION

The Historical Theology Program sets forth a narrative of the origins, events, structures, the processes and the experiences that contribute to formative factors of faith and theology. It is the most historically connected, revealing and explanatory form of theology. It provides illumination, clarity, insights, historical and the collective consciousness that underpins the formation of any community of faith.

### VISION

Forming Global Leaders for the Kingdom

### MISSION

The School of Theology of the Cuttington University Graduate School and Professional Studies, embracing Intercultural Studies, is a multid denominational, international, and multiethnic community dedicated to the equipping of men and women for the manifold ministries of Christ and his Church. Under the authority of Scripture we seek to fulfill our commitment to ministry through graduate education, professional development, and spiritual formation. In all of our activities, including instruction, nurture, worship, service, research, and publication, The School of Theology strives for excellence in the service of Jesus Christ, under the guidance and power of the Holy Spirit, to the glory of the Father.

### PROGRAM OUTCOMES

Students of the historical theology program will be able understand the important role of history in the formation of faith and the meaning of the Word becoming flesh as well as the meaning of flesh in Christian tradition and thinking.

### GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a “B” Grade in every course registered for;

- Complete a total of **36** Credit Hours;
- Apply for Graduation in the **1<sup>st</sup> Week** of your last Semester;
- In the last Semester, you will be required to do **ONLY** the Thesis;
- Successfully write and defend a thesis with not less than a **“B”** Grade.

## HISTORICAL THEOLOGY COURSE GUIDE

**Courses for the Degree of Master of Arts (M.A.) in Historical Theology = 36 Cr.Hrs. ADVISOR:  
THE CHAIRMAN**

<b>FUNDAMENTAL COURSES</b>		<b>CREDIT</b>	
1.	BIBS 501	Biblical Hermeneutics	3 CRHRS
2.	SYST 524	African Traditional Philosophy & Theology	3 CRHRS
3.	SYST 52I	Dogmatics	3 CRHRS
4.	BIBS 509	New Testament Theology	3 CRHRS
5.	THEO 540	Theological Writing	3 CRHRS
			<b>12 CRHRS</b>
<b>MAJOR COURSES</b>			
1.	HIST 514	Patristic	3 CRHRS
2.	HIST 515	Medieval Theology	3 CRHRS
3.	HIST 517	Anglicanism	3 CRHRS
4.	HIST 518	Modern Church History	3 CRHRS
			<b>12 CRHRS</b>
		• EDUC 553	Thesis Writing Seminar 4 CRHRS
		• EDUC 599	Thesis Writing 5 CRHRS
			<b>9 CRHRS</b>

### COURSE GUIDE

<b>SEM. I</b>		<b>CREDIT</b>	
BIBS 501	Biblical Hermeneutics		3 CRHRS
SYST 524	African Traditional Philosophy & Theology		3 CRHRS
SYST 52I	Dogmatics		3 CRHRS
HIST 514	Patristic		3 CRHRS
			<b>12 CRHRS</b>
<b>SEM.II</b>			
HIST 515	Medieval Theology		3 CRHRS
HIST 517	Anglicanism		3 CRHRS
HIST 518	Modern Church History		3 CRHRS
EDUC 553	Thesis Writing Seminar		4 CRHRS
			<b>13 CRHRS</b>
<b>VACATION SCHOOL</b>			
BIBS 502	The Pentateuch		3 CRHRS
BIBS 509	New Testament Theology		3 CRHRS
			<b>6 CRHRS</b>
<b>SEM. III</b>			

## DEPARTMENT OF SYSTEMATIC THEOLOGY

### INTRODUCTION

As a discipline, theology participates in and reflects upon a religious faith and tries to express the contents of that faith in the most clear and coherent language of the time. Systematic theology in its modest form tries to articulate all the constituent elements of theology in a logically consistent whole and seeks to articulate this whole with other human disciplines, acknowledging the role of reason which is the mainstream of Christian thinking in the Roman Catholic theology, in Anglican theology, and in much Protestant theology. We acknowledge also that theology is not a blind assent and invite the task of reason which is inquiring, examining, and scrutinizing faith to establish its validity and the ability to stand the test of the time.

### VISION

Moved by the catholic faith and our protestant tradition, the systematic program of the School of Theology educates men and women to preach, to teach, to lead, and to deliver ministry to the world. Systematic program of the School of Theology of Cuttington University Graduate School fulfills this mission through theological education in the following ways:

- Programs that prepare students for professional and volunteer ministry in the Church, notably the Master of Systematic theology.
- Provision for academic study of theology through programs at graduate levels.

### MISSION

The Systematic Theology Department of School of Theology of Cuttington University Graduate School is committed to the provision of theological education to Christian women and men. The program prepares laity, religious, and ordained ministers for service and leadership to meet the

needs of the Church in West Africa and the global community from creation to the fulfillment of the kingdom of God.

### PROGRAM OUTCOMES

Graduates or students of the will be able to interpret, analyze, evaluate, and construct theological arguments with clarity in the light of both traditional and contemporary theological issues and able to apply theological concepts to the design and application of real life—theology for life rather than mere ivory tower and armchair theological speculation.

### GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a “B” Grade in every course registered for;
- Complete a total of **36** Credit Hours;
- Apply for Graduation in the **1<sup>st</sup> Week** of your last Semester;
- In the last Semester, you will be required to do **ONLY** the Thesis;
- Successfully write and defend a thesis with not less than a “B” Grade.

## SYSTEMATIC THEOLOGY COURSE GUIDE

Courses for the Degree of Master of Arts (M.A.) in Systematic Theology = 36 Cr.Hrs.

ADVISOR: THE CHAIRMAN

FUNDAMENTAL COURSES		CREDIT
1.	BIBS 501	Biblical Hermeneutics
		3 CRHRS
2.	SYST 524	African Traditional Philosophy & Theology
		3 CRHRS
3.	SYST 521	Dogmatics
		3 CRHRS
4.	BIBS 504	The Prophets
		3 CRHRS
5.	THEO 540	Theological Writing
		3 CRHRS
		<b>12 CRHRS</b>
MAJOR COURSES		
1.	SYST 520	Eschatology
		3 CRHRS
2.	SYST 523	Liberation Theology
		3 CRHRS
3.	SYST 526	Philosophy
		3 CRHRS
4.	SYST 525	Philosophy of Religion
		3 CRHRS
		<b>12 CRHRS</b>
	• EDUC 553	Thesis Writing Seminar
		4 CRHRS
	• EDUC 599	Thesis Writing
		5 CRHRS
		<b>9 CRHRS</b>

### COURSE GUIDE

SEM. I		CREDIT
BIBS 501	Biblical Hermeneutics	3 CRHRS

SYST 524	African Traditional Philosophy &Theology	3 CRHRS
SYST 521	Dogmatics	3 CRHRS
SYST 520	Eschatology	3 CRHRS
		<b>12 CRHRS</b>
<b>SEM. II</b>		
SYST 523	Liberation Theology	3 CRHRS
SYST 526	Philosophy	3 CRHRS
SYST 525	Philosophy of Religion	3 CRHRS
EDUC 553	Thesis Writing Seminar	4 CRHRS
		<b>13 CRHRS</b>
<b>VACATION SCHOOL</b>		
THEO 540	Theological Writing	3 CRHRS
BIBS 504	The Prophets	3 CRHRS
		<b>6 CRHRS</b>
<b>SEM. III</b>		
EDUC 599	Thesis Writing	5 CRHRS
		<b>5 CRHRS</b>

## DEPARTMENT OF PASTORAL THEOLOGY

### INTRODUCTION

Pastoral Theology is not a different kind of theology but a way of expressing faith in concrete existence in which God’s abiding love that lets-be is demonstrated as his self-giving to humanity and the world.

### VISION

That God has drawn near and revealed himself and fulfilling his self-giving love by laying hold of human and fulfilling it with his grace of being

### MISSION

To train, educate, and prepare men and women to demonstrate God’s love in a concrete way will touch and heal the sick, the hurting, and the deep-sitted wounds and scars that create barriers to the productive and wholesome life into which God has invited to participate.

### PROGRAM OUTCOMES

The Master of Arts in Pastoral Theology is ordered to the particular good of forming individuals for leadership in what IS called the revived and concrete way of evangelization. Holistically formed in the timeless wisdom of the Church, a graduate of MA in Pastoral Theology program will come to appreciate the significance of the Faith as a living, organic, whole and learn to appropriate and transmit it as such with new ardor, methods, and expressions in ways that that touch human lives and sonate powerfully with modern man.

### GRADUATION REQUIREMENTS

In order to be qualified for graduation, one must do the following:

- Earn at least a “B” Grade in every course registered for;
- Complete a total of 36 Credit Hours;
- Apply for Graduation in the 1<sup>st</sup> Week of your last Semester;
- In the last Semester, you will be required to do ONLY the Thesis;
- Successfully write and defend a thesis with not less than a “B” Grade.

## PASTORAL THEOLOGY COURSE GUIDE

**Courses for the Degree of Master of Arts (M.A.) in Pastoral Theology = 36 Cr.Hrs. ADVISOR:  
THE CHAIRMAN**

<b>FUNDAMENTAL COURSES</b>		<b>CREDIT</b>
1.	BIBS 501	Biblical Hermeneutics
		3 CRHRS
2.	SYST 524	African Traditional Philosophy & Theology
		3 CRHRS
3.	SYST 52I	Dogmatics
		3 CRHRS
4.	HIST 517	Anglicanism
		3 CRHRS
5.	THEO 540	Theological Writing
		3 CRHRS
		<b>12 CRHRS</b>
<b>MAJOR COURSES</b>		
1.	PAST 529	Missiology
		3 CRHRS
2.	PAST 530	Christian Ethics
		3 CRHRS
3.	PAST 531	Clinical Pastoral Education
		3 CRHRS
4.	PAST 539	Marriage & Family Therapy
		3 CRHRS
		<b>12 CRHRS</b>
•	EDUC 553	Thesis Writing Seminar
		4 CRHRS
•	EDUC 599	Thesis Writing
		5 CRHRS
		<b>9 CRHRS</b>

## COURSE GUIDE

<b>SEM. I</b>		<b>CREDIT</b>
BIBS 501	Biblical Hermeneutics	3 CRHRS
SYST 524	African Traditional Philosophy & Theology	3 CRHRS
SYST 52I	Dogmatics	3 CRHRS
PAST 529	Missiology	3 CRHRS
		<b>12 CRHRS</b>
<b>SEM. II</b>		
PAST 530	Christian Ethics	3 CRHRS
PAST 531	Clinical Pastoral Education	3 CRHRS
PAST 539	Marriage & Family Therapy	3 CRHRS
EDUC 553	Thesis Writing Seminar	4 CRHRS
		<b>13 CRHRS</b>
<b>VACATION SCHOOL</b>		



- BIBS 509**                      **New Testament Theology**                      **3 credits**  
This course will take the students through the major doctrines of the Bible as understood and articulated by the New Testament with particular emphasis on the unity and yet rich diversity in the New Testament.
- HISTS 514**                      **Patristic**                      **3 credits**  
This course is a study of the insights of major figures in the history of the Western Church who have contributed greatly to the life of the Church up to 800 AD.
- HISTS 515**                      **Medieval Theology**                      **3 credits**  
This course is a survey of key schools of thought in the life of the Church as represented by famous figures between 800 – 1400 AD.
- HIST 517**                      **Anglicanism**                      **3 credits**  
This course is an investigation of the historical, cultural, political and theological currents that shaped the birth and character of Anglicanism during the Reformation.
- HISTS 518**                      **Modern Church History**                      **3 credits**  
This course is an examination of the history and theologies of the major Church traditions as they exist today (e.g. Roman Catholic, Orthodox, Methodist, Baptist, Episcopalian, Lutheran, Pentecostal, and Seventh Day Adventist).
- PAST 529**                      **Missiology**                      **3 credits**  
A study of various approaches and methods (classical and contemporary) used in articulating the gospel in today’s contexts.
- PAST 530**                      **Christian Ethics**                      **3 credits**  
This course is an exploration of the principles and factors that inform specifically Christian response to pastoral situations and/or contemporary dilemmas. With a focus on Church and society, it examines issues of violence, injustice, punishment, war and prejudice.
- PAST 531**                      **Clinical Pastoral Education**                      **3 credits**  
This course is an examination of the methods and theories underlying pastoral care and counseling. It also reviews the psychodynamic theories of personality structure and development.
- PAST 533**                      **Homiletics**                      **3 credits**  
A discourse on the basic issues related to the theology of preaching, biblical exegesis, hermeneutics, sermonic movement and delivery in relationship to specific contexts. Attention will also be given to literary construction, logical analysis, style issues, and impact
- PAST 539**                      **Marriage & Family Therapy**                      **3 credits**  
This course will expose the student to the dynamics of family life with its prospects for a healthy, strong and well knit family life as well as the potential for marital problems that could lead to the breakdown of the family with devastating consequences for all. The emphasis will be on how to



## **7.0 PROFESSIONAL STUDIES DEPARTMENT**

The Professional Studies Department is the arm of Cuttington University that is responsible to conduct professional trainings in diverse areas of specialty. Currently, the Professional Studies Department offers short-term professional trainings in five areas as follow:

1. Post- Graduate Diploma in Educational Studies (PGDE)
2. Post Graduate Diploma in Business Administration
3. Professional Diploma in Information Technology (IT)
4. Professional Certificate in Entrepreneurship
5. Professional Certificate in Microfinance

### **Post Graduate Diploma in Educational Studies**

#### **Overview:**

This Program has been designed to provide university teachers with opportunities to reflect on educational theories and student learning. It aims at providing support to candidates in developing their professional expertise as university teachers in order to better understand and enhance the learning of their students.

**Eligibility:**

Candidates must have a Bachelor's Degree or its equivalent, and must currently be teaching at Cuttington University or other universities.

**Duration:**

1 year

**Content:**

- History and Philosophy of Education
- Psychology of Learning and Instruction
- Instructional Methods
- Classroom Supervision – Monitoring
- Evaluation and Measurement
- Education Seminar – Social Issues
- Portfolio Development

**Post Graduate Diploma in Business Administration****Overview:**

This Program has been designed to develop skills of people seeking managerial or leadership role within the private or public sector, participants are being trained to understand the administrative function of a Business. This program will give you the skills required to effectively manage and administer organizational resources. This course also prepares candidate aspiring to do a master program in Business administration.

**Eligibility:**

Candidates must have a Bachelor's Degree or its equivalent

**Duration:**

4 months

**Contents:**

- Business Management
- Marketing and Customer Relations Management
- Business Economics
- Business Accounting Principles

**Professional Diploma in Information Technology (IT Infrastructure Management)****Overview:**

This program is specifically designed to prepare student for careers in the ICT environment with emphasis on solutions design for technology infrastructure Management and to provide student with the professional skills required to apply technology in a business environment.

**Eligibility:**

Candidates must have High School Diploma, Advance Diploma in Information Technology or its equivalent

**Duration:**

4 months

**Contents:**

- IT Infrastructure Management Planning
- Analyzing and Recording Infrastructure issues and Support
- IT Service Management
- IT Project Management

**Professional Certificate in Entrepreneurship****Overview**

This program is designed to help students evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. Students will learn about themselves, their decisions, and their goals to determine how entrepreneurship can play a role in their lives. Students will also be introduced to entrepreneurship from an economic perspective and the concepts of environmentally sustainable practices and social entrepreneurship.

**Eligibility:**

Candidates must have a high school diploma or its equivalent

**Duration:**

4 months

**Contents:**

- Introduction to Entrepreneurship
- Transforming Innovation into Business
- Developing the Procedure or Service
- Marketing for Success
- Operations/Building Support Team
- Funding & Financial Management
- Developing the Business Plan

**Professional Certificate in Microfinance**

## Overview

This program provides a broad based, practical introduction to the key ideas, techniques and skills needed to be a microfinance practitioner. The program is ideally suited to the needs and aspirations of both those who need a wider understanding of the sector. The program is flexible and allows you to fit your studies around your work and social commitments.

## Eligibility:

Candidates must have a high school diploma or its equivalent

## Duration:

4 months

## Contents:

- Financial statements
- Measure delinquency
- Identify key financial factors
- Identify effective interest rate practices
- Measure financial viability

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Universities  
of Anglican Communion (CUAC) USA

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Joseph Sayde, BS, MBA	Lecturer
Raleigh Seekie, BBA, CPA, Dip., MBA	Lecturer
Michael M. Wiles, Sr., B.Sc, MPH, Ph.D (Candidate)	Lecturer

