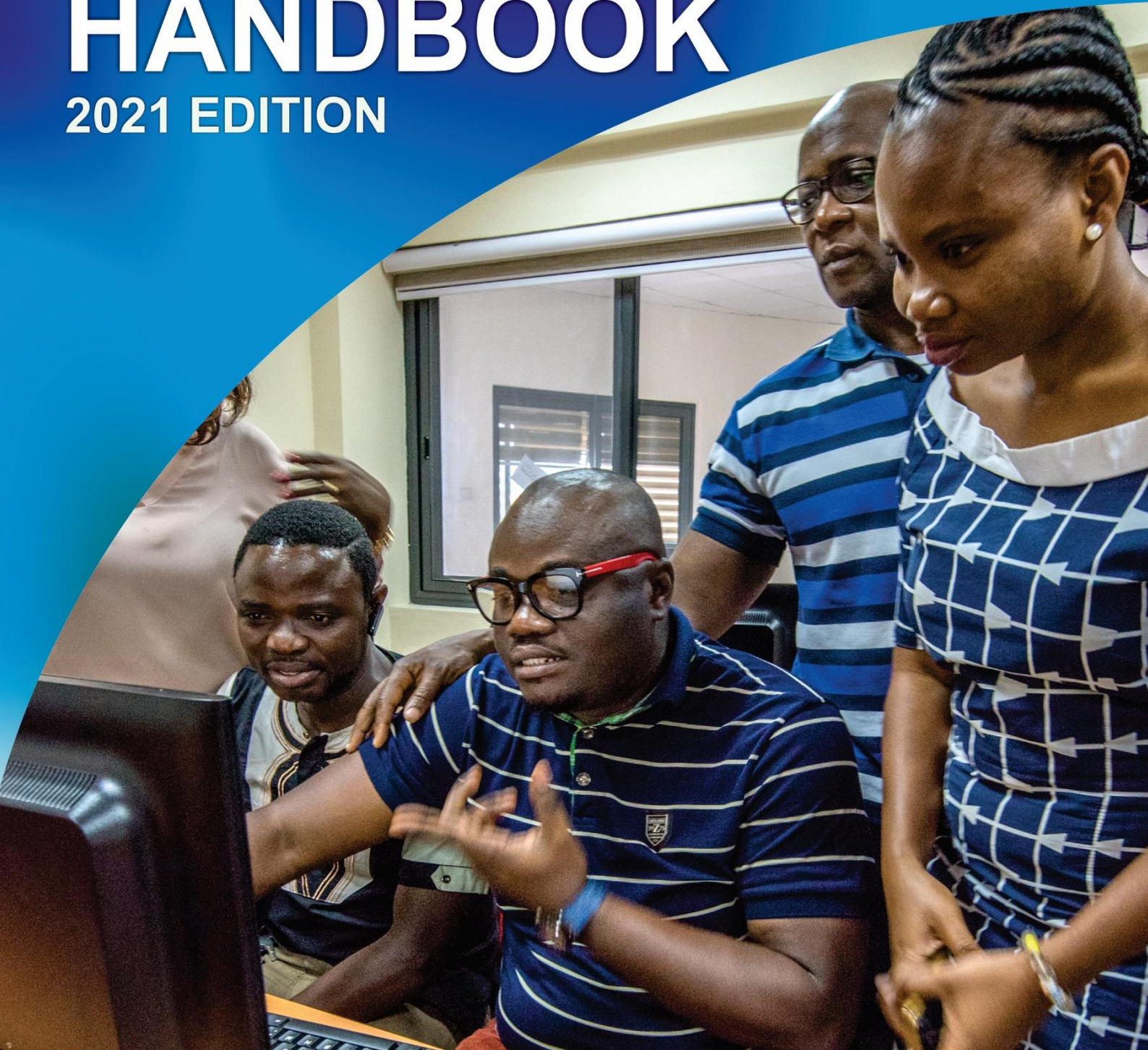# ENSIGN GLOBAL
COLLEGE

STUDENTS'
HANDBOOK
2021 EDITION

Aerial View of Ensign Global Campus Located at Kpong on the main Tema –Akosombo Highway. Eastern Region-Ghana

CORRESPONDENCE
All general and academic correspondence including all correspondence relating to students should be addressed to:

THE REGISTRAR
Ensign Global College,
P. O. Box AK136,
Akosombo, Eastern Region
Ghana, West Africa
Telephone: +233 245762229
E-mail: registrar@ensign.edu.gh

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FORWARD

Welcome to Ensign Global College

The students' information handbook is a written guide for all students, designed to educate you about the college and provides you with a reference point for academic regulations and procedures that are applicable to your programme of study at Ensign Global College hereinafter referred to as EGC.

It should be noted that every reasonable effort has been made to ensure the accuracy and completeness of the information at the time of this publication. However, information contained within this Handbook is subject to change without prior notice. Additionally, EGC reserves the right to alter any information contained in this document.

The latest version of the Handbook can be obtained from the Office of the Registrar. You may also visit our website at www.ensign.edu.gh to obtain the electronic version.

If you require further clarification on any aspects of the regulations and procedures contained in this Handbook or have questions about an issue that may not have been addressed, please direct your inquiries and/or concerns to the Office of the Registrar.

Thank you.

DEFINITION OF ACADEMIC TERMS

Course:

Accumulation of teaching, assessment and examination offered under an approved title.

Course Work:

Aggregate of the total teaching/practical, tests and examinations that is taken into account when assessing a student's performance towards the award of a degree.

Core Courses:

A course which is designed as a compulsory requirement for graduation.

Credit Hour:

One credit hour implies a defined academic activity as approved by the Academic Board undertaken by a Student over a period of one hour per week for the duration of one semester.
Academic Year:

Combination of standard session and a long vacation normally extending 15th August to 31st July.

Session:

The period covering two semesters
1st Semester – August to 3rd week of December
2nd Semester - Middle of January to end of June

Repeat a Course:

A student is required to repeat a course as a result of failing a previous course.
A Pass Grade: A pass grade is a grade of 50% or above.
A Fail Grade: A fail grade is below 50%.

1.1 GENERAL PRINCIPLES UNDERPINNING THE REGULATIONS

Established in 2014, the Ensign Global College is reputed as one of the leading institutions of Public Health in Africa and has over the years produced graduates of high calibre, to occupy influential positions in Ghana and various parts of the world.

This has been in conformity with the College's mission namely, to produce, share, and implement knowledge, and train leaders to promote community health and prevent disease through equitable partnership to meet national development needs and global challenges through quality teaching, learning, research, and knowledge sharing. The staff and students of the institution are the very embodiment of the College Community and therefore shall at all times comport themselves in ways that will enhance their image and that of the College. This document is meant to generate positive behavior from staff/students and inhibit negative ones. The College will do its part by ensuring that the right atmosphere is provided to promote academic and personal growth ensuring that all individuals in the community are treated with respect and dignity at all times.

1.1 Preamble

i.   These regulations are derived from the Statutes of EGC.

ii.   The Examination Regulations shall apply to all examinations organized for Master of Public Health degree programme of the College.

iii. This Handbook provides general information only.

iv.   The Master of Public Health degree is specially designed for graduates to effectively meet the leadership and management challenges of health in contemporary and future situation of Ghana and the world as a global village.

v.   The provisions in this Handbook constitute a contract, expressed or implied, between any applicant, student, or staff member and EGC.

vi.   All students are individually responsible for knowing and following the provisions set forth in this handbook.

vii. Failure to read and comply with policies, regulations, and procedures will not exempt a student from whatever penalties are prescribed for infractions.

viii. Any questions concerning these provisions should be directed to the office of the Registrar.

ix.   EGC cannot assume responsibility for problems resulting from a student's failure to follow these policies or from incorrect advice given by staff below the rank of an Assistant Registrar within the institution.

x.   All rules and regulations are subject to change without recourse to past, present and future students. Changes shall become effective whenever the Authority so determines and shall apply to both prospective students and those already enrolled.

xi.   The institution reserves the right to withdraw courses at any time, to change fees or tuition, calendar, curriculum, degree requirements, graduation procedures, and any other requirements affecting students.

xii. Students are advised to refer to the website www.ensign.edu.gh for updates to this handbook.

1.2 Communicating with the EGC

Ensign Global College
P. O. Box AK 136
Akosombo
Email: info@ensign.edu.gh
Phone: +233 245762229

1.3 EGC Communication with Students

All students who gain admission are assigned email accounts during registration and that account is required for all official EGC Communications. The email account is the main means by which official College information would be communicated to you.

The EGC e-mail address is also found within your Webmail account under the Personal Information Menu, by selecting "View E-mail Addresses." Your user name is the portion before the "@" sign (username@st.ensign.edu.gh). Your email address is your "username" that is Email@st.ensign.edu.gh. Your email address is formed by using your first name and your last name in full. Your email account is activated by logging on to Gmail with username@st.ensign.edu.gh. Upon graduation, former students may have an alumni e-mail account.
Web mail will NOT display your e-mail password. If you do not know your password, or you do not see an EGC email account in Web mail, contact the HELP desk at +233 249988139 or Email: itmanager@ensign.edu.gh

1.4 EGC'S Vision and Mission Statements

Vision: The program's vision is to be renowned in Ghana, the West African region, and across the globe for developing innovative leaders with the highest levels of competency and professionalism who engage communities to foster conditions that promote health and advancing entrepreneurship in the science and practice of public health.

Mission: The mission of the Department of Community Health is to operate in public health educational programs that prioritizes leadership, professionalism and innovation; to engage in research activities that seek to find better ways to improve health and wellbeing of communities; and to engage with valued partners to translate knowledge and capacity into positive impacts on health in Ghana, West Africa and around the globe

Core Values

Leadership: We believe in motivating, inspiring, and encouraging health-promoting lifestyles for prosperity of people and communities.

Innovation: We are committed to embracing collective, transdisciplinary action to respond to emerging and existing health challenges through value-creating public health entrepreneur researchers and practitioners.

Community Engagement: We believe in empowering communities to make sound health decisions.

Professionalism: We are committed to the highest levels of competency, integrity and professional ethics in our field.

Equity and justice: We believe in equity among people; our work is oriented to enhance health equity and social justice by focusing on underserved communities and populations

1.5 Accreditations, Certification & Memberships

The College is accredited by Ghana Tertiary Education Commission (GTEC) and affiliated to Kwame Nkrumah University of Science and Technology (KNUST), Kumasi for certification and mentorship. The College is also in a special collaboration with University of Utah, USA for the MPH programme delivery.

2. ACADEMIC REGULATIONS

2.1 GRADUATE ADMISSIONS AND REGISTRATION

2.1.1 Academic Regulations
All Master of Public Health students are subject to the academic regulations of the College. Students may be expected to obtain a degree in accordance with the requirements set forth under regulations in force at the time they enter the College or under subsequent regulations published in the most recent (i.e. current) students' handbook. EGC reserves the right to make changes in academic policies, regulations, graduate requirements, and schedules or courses offered.

2.1.2 Criteria for Admission
Admission to graduate studies is open to qualified applicants regardless of race, color, religion, national and ethnic origin. The minimum criteria for admissions are specified below. Meeting the minimum admission criteria, however, does not guarantee acceptance into a MPH degree programme. Additional requirements may be needed in respective programmes. In order to be officially admitted, applicants must receive a letter signed by the Registrar informing them of their admission.

To be eligible for admission to the College, regardless of degree program, an applicant must:

Have earned at least Second Class Lower division which forms the minimum entry requirement for admission into the MPH programme from any accredited tertiary institution.

Possess a final cumulative grade point average (FCGPA) of 2.5 or better from all colleges and universities attended to be considered for admission.

Submit a completed application for admission including a typed personal statement of academic and professional plans and the reasons for selecting EGC.

Arrange for official copies of all transcripts from all undergraduate institutions attended to be sent from those institutions directly to the College.

Have three letters of recommendation sent to the College from officials or faculty members of institutions previously attended who are acquainted with the applicant's ability for graduate study or from employment supervisors where applicable.

2.1.3 Transfer Students from another University
A student who has been formally admitted as a regular student to a Graduate degree course in an accredited university or tertiary institution may be considered for admission as a transfer student. Students must have completed at least two (2) Semesters and obtained a CGPA of not less than 2.75 or CWA of 65.00 before the candidate is considered for transfer. The contents of courses taken must be comparable and satisfy the course requirements of the College. The candidate shall take any additional courses as may be required by the College. To earn an EGC Master degree, a transfer student must take prescribed minimum of credit hours at EGC.

2.2 RE-ADMISSION

2.2.1 Former Students Returning

Former students returning to the College who have not registered for one semester/session and have not corresponded with the College during that period are no longer considered as continuing students and must

first be re-admitted to the College and may be required by the Registrar to repeat the admissions process. This policy does not apply to students who have been dismissed for misconduct.

2.2.2 **Re-Activating Admission**

Applicants admitted to a graduate programme in the last academic year and who did not enroll in graduate studies at EGC nor gain a deferral of admission must reapply. If no enrollment deferral was granted, there is no guarantee of admission.

2.2.3 **Applicable Programme Rules**

All rules, procedures and academic standards in effect at the time of new admission will apply and will be strictly enforced. In every case, the two to four-year rule will apply to all previously earned credits for completed course work.

2.2.4 **Application Procedures**

The applicant is solely responsible for presenting full credentials on or before the deadline date for the semester/year of expected entrance. The application for admission to graduate studies cannot be processed until all credentials are on file.

Students submitting false information when applying for admissions will be denied admission. Where the submission of false information is discovered after a student has been admitted the student will be dismissed and handed over to the law enforcement agents for criminal prosecution.

2.2.5 **Completion of Application Form**

Submit a completed application for admission including a typed personal statement of academic and professional plans and the reasons for selecting EGC.

2.2.6 **Transcripts from Institutions Attended**

Arrange for official copies of all transcripts from all Degree institutions attended to be sent from the registrars of those institutions directly to the College.

2.2.7 **Letters of Recommendation**

Have three letters of recommendation sent to the College from officials or faculty members of institutions previously attended who are acquainted with the applicant's ability for graduate study or from employment supervisors where applicable.

2.2.8 **Retaining Academic Records**

Admission credentials and the application data of applicants who are not admitted or who do not register in the semester for which they have been admitted are retained. All credentials, including academic records from other institutions, become part of the official student record and will not be returned to the applicant. Further all duly enrolled students shall have no access or wave their right to access any duplicate application materials tendered in before admission which is kept in the student's College records or file. The students' personal academic record lodged at the Registry is heretofore CONFIDENTIAL or CLASSIFIED.

2.3.0 **Applicants from Foreign Countries**

EGC encourages diversity by providing opportunities for citizens from other nations to study. The inclusion of International students in EGC enhances the life of the College and contributes to the education and professional, as well as, personal growth of all students and staff members. Thus the College welcomes applications from students who are non-Ghanaian citizens but who have appropriate documentation from the Ghana Immigration Service verifying their legal residence and/or student status in the Country. Applicants from foreign countries must meet all requirements for admission to the College. Before the application will

be processed from a student who has completed secondary and post-secondary education outside Ghana, the College must have received the following:

i. a complete application for admission to a Graduate degree programme.

ii. an evaluation of the applicant's credentials from the Ghana Tertiary Education Commission (GTEC) of Ghana. The application for evaluation of foreign credentials, however, must be sent directly to GTEC in strict accordance with their instructions.

2.3.1 English Language Proficiency

Good command of the English language is necessary for all students enrolled at the College. English is the language of instruction for all classes. Exams, written papers and project work or dissertations must be submitted in English. Applicants whose first or native language is not English must demonstrate their proficiency in English.

It is the responsibility of applicants from foreign countries to ensure that all documents not written in English are accompanied by a literal English translation. The completed application should be sent to the Registrar.

2.3.2 Information on Student Visas / Resident Permits

The College issues letters of Introduction for International students to enable them obtain visas/residence permits from the Ghana Immigration Service

2.3.3 Registration and Enrolment

i) Only students who have received official letters of admission from the College may enroll. Registration is not complete until all required fees have been paid. Students are not permitted to attend lectures unless they are officially registered.

ii) Only those students whose names are shown on the official class list are officially registered and will be eligible for a grade. Students should check with the Registrar to see if their names are listed on the class list. If their names are not on the class list, they should inquire about the absence of their names at the Academic Registry.

iii) A student must register for courses prescribed by the College every semester. A student who fails to register at the time designated for registration by the College shall forfeit his/her right to register for the semester and shall thereby be deemed to have abandoned the programme. No late registration forms shall be accepted or processed.

iv) No student is permitted to register or complete the registration form for another student. Registration must be done by the student. As much as you may be assisted, do not let anybody register courses for you. Students SHOULD do their own registration.

v) Note that you will not be able to undertake academic registration unless you have paid in full the academic fees for the year or percentage of fees for the semester.

3. REGULATIONS AND PROCEDURES GOVERNING STUDENT STATUS

3.1 General Degree Requirements

Students may pursue only one graduate programme at a time. All requirements for the first programme must be satisfied before one may be admitted to another master's degree programme.

3.1.1 *Graduate Student Responsibilities*

Admission to the College indicates that the student is seeking to achieve the highest standards of scholarship. The College expects admitted students to successfully meet the academic challenges and to consistently

perform above average in their academic work. Although an advisor and other members of the professional staff will assist each student, final responsibility for compliance with the College's policies, including the standards of scholarship, rests with the student. It is the responsibility of graduate students to satisfy all course requirements in which they are enrolled and to be knowledgeable of all school and programme and/or degree requirements necessary to complete their programme of study. In addition to the policies, procedures and academic requirements found in the graduate students' handbook, students are encouraged to periodically check with Registrar or programme advisors for changes in policies and those that occur between the editions of the graduate students' handbook.

3.1.2   *Statute of Limitations (4 Years Rule)*

Students pursuing graduate degrees at the College from year one must satisfy all degree requirements within four (4) years from the date of admission into the College.

Failure to satisfy all requirements within the relevant statute of limitation is evidence of failure to make satisfactory academic progress and is, therefore, grounds for dismissal from the College.

3.1.3   *Visiting Students*

Students who are enrolled in programmes at other universities and wish to take course work in the College must present a letter of authorization from the other university. Such students will be enrolled as non-degree seeking students in the status of visiting students.

3.1.4   *Auditing*

Students admitted to the College may audit courses provided permission is obtained from the Registrar. Students are responsible for paying the auditing fee at the time of registration.

3.1.5   *Course Load*

The minimum course load for all graduate students during each semester is 16 credits and the maximum is not more than 20 credit hours a week. A schedule of courses for each session/semester is available in the Academic Registry.

3.1.6   **Students' Course Evaluation for Continuous Quality Improvement**

Ensign Global College is committed to inspiring creative, innovative teaching and learning, and to providing a premiere learning environment. An important component of that is the regular evaluation of courses by students.

During each semester, each student will be requested to evaluate the courses they registered by completing an evaluation form under conditions of CONFIDENTIALITY and ANONYMITY by the most appropriate medium taking into consideration technological advancements, innovation, creativity and change.

Ensign Global College values quality in the courses it offers its students. Course evaluations provide valuable student feedback and are one of the ways that the College works towards maintaining and improving the quality of courses and the student learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

In course sections taught by more than one lecturer, evaluations will be done to assess each portion of the course taught by each lecturer.

Individual lecturers have the responsibility to understand the roles of course evaluations as a part of EGC's commitment to continuous quality improvement and encourage students to participate in course evaluations.

Students have the responsibility to participate in the evaluation process and to provide constructive feedback without prejudice and adhere to the Student Code of Conduct.

The College have the responsibility to:
   a. Ensure that all evaluations are done anonymously and no student or evaluator is victimized by any lecturer or administrator for honest evaluation.
   b. Oversee the implementation and administration of this procedure as well as the overall course evaluation process.
   c. Provide training for evaluators to use the systems/processes/tools for evaluation
   d. Provide education and support to students, professors and administrators about the use of course evaluations and how to interpret the related data.

e. Explain the importance of course evaluations to students and encourage their participation.

Student Course evaluation is not an optional activity. Participation is compulsory for all students who have registered for the course in the semester. It is however, not compulsory for student who are auditing the course for the semester but are encouraged to participate to aid the quality improvement of course content and delivery.

3.1.7 Evaluation of Student's Academic Performance

Each course will have an evaluation system consisting of supervised written examinations, case assignments, projects, etc. The respective lecturer within the guidelines approved by the Academic Board shall determine the specific weights of each component. The evaluation system must be detailed in a syllabus to be provided to students at the beginning of each course

The following scoring (weighting) scheme will apply in the evaluation of students' performance:

i)   Examination: - not more than 60%
ii)   Continuous Assessment: - not more than 40%

Continuous assessment includes term papers, class assignments, syndicate work, quizzes, case studies, class tests, class attendance, etc.

3.1.8 Policies on Grading and Grading System

The following grade and grading system is applied to graduate studies at the College:

MARK (%)	GRADE	REMARK/DEFINITION
70-100	A	Excellent
60-69	B	Very Good
50-59	C	Pass
0-49	F	Fail
	I	Incomplete (Medical)
	I'	Incomplete (Prevented from writing Examination
	I*	Mark not available
	Z	Disqualification

Interpretation and Application of Letter Grades

'A' to 'C' constitute pass grades and 'F' is a fail grade
Definition of grades
Pass Grades: Grades A to C constitute Pass grades
Failure Grades: F constitute a failure grade

Disqualification:

A grade Z denotes Disqualification from an examination as a result of an examination malpractice or offence, and shall be awarded whenever it is established that a candidate had attempted to gain an unfair advantage in an examination. A candidate awarded a grade Z may be debarred from taking a College examination for a stated period, or indefinitely, or may be expelled from the College or programme altogether.
NOTE: A grade Z may be awarded only by the Quality Assurance Committee

Non-completion of Course:

A grade I (for Incomplete) shall be awarded to a student who is unable to complete a course for reasons adjudged by the Academic Board as satisfactory. Such a student shall be expected to complete the course the next time it is available.

The Incomplete must be rectified within three (3) weeks after commencement of the next semester otherwise the Incomplete elapses to the next grade ("F").

Weighted Mark

For each (letter) Grade there is a corresponding weight as indicated above. The weight earned by a candidate for each course completed is computed as the product of the number of credits (credit units) for the subject and the % marks obtained in the subject.

Weighted Average (WA)

The Weighted Average is obtained by dividing the sum of the weights obtained by the total number of credits (credit units) of subjects registered. A candidate does not earn the credits for a failed course even though the credit units for the course are used in computing the WA.

Cumulative Weighted Average (CWA)

A student's cumulative weighted average is calculated by dividing the total number of weights obtained, up to any specified time, by the total number of credits for all courses/subjects for which the candidate has registered.

Final Weighted Average (FWA)

The FWA is the CWA for all courses for which the candidate has registered up to the end of the academic programme.

Semester 1

Course	Credit Hour	Score	Grade	Weight Mark
MPH 501	3	60	B	180
MPH 503	3	70	A	210
MPH 511	3	55	C	165
MPH 515	3	75	A	225
Total	**12**			**780**

$$Weighted\ Average = \frac{Total\ Weighted\ Mark}{Total\ Credits}$$

$$WA = \frac{((3x60) + (3x70) + (3x55) + (3x75))}{12}$$

$$WA = \frac{780}{12} = 65.00$$

Semester 2

Course	Credit Hour	Score	Grade	Weighted Mark

MPH 502	3	50	C	150
MPH 504	3	60	B	180
MPH 514	3	60	B	180
MPH 522	3	50	C	150
MPH 512	3	70	A	210
Total	**15**			**870**

$$Weighted\ Average = \frac{Total\ Weighted\ Mark}{Totals\ Credit}$$

$$WA = \frac{((3x50) + (3x60) + (3x60) + (3x50) + (x70)}{15}$$

$WA = \frac{870}{15} = 58.00$

Calculation of Cumulative Weighted Average (CWA)

$$Cumalative\ Weighted\ Average\ (CWA) = \frac{Sum\ of\ Total\ Weighted\ Marks}{Sum\ of\ Total\ Credits}$$

$CWA = \frac{780+870}{12+15}$

$CWA = \frac{1650}{27} = 61.11$ *This constitutes a PASS*

Designation	CWA	Interpretation
Course Work /MPH Thesis	≥55	Pass
	<55	Fail (F)
	I or I*	Incomplete

3.1.9 Unsatisfactory Grades "C" and "F"

Both grades of "C" and "F" indicate unsatisfactory academic progress in graduate courses. Students may not possess "C" grades totaling more than 20 percent of the total credit hours required for satisfying degree requirements. Students do not earn credit towards their degree for any courses where they receive a grade of F. Grades of "F" are computed, however, as part of the CWA.

3.1.10 Academic Probation (AP)
If a student achieves a CWA between 50.00 and 54.99 who have attempted at least 90% of lecture attendance they will be put on Academic Probation. While on AP, students:

- Are required to meet with a Head of Academic Programme or Academic Advisor to have their course registration approved.

- Are permitted to take a maximum of 4 courses per semester.

- May continue to take courses and will normally be restricted to registering in a maximum of 16 credits per academic semester.

Students who achieve a CWA of 55 or higher by the end of the following semester will be returned to "Good Academic Standing." Students on academic probation who do not achieve a CWA of 55 by the end of the following semester will be academically suspended for a 12-month period.

3.2 Supplementary Examinations Policy

1. The Examination Audit Committee shall decide whether a student who fails in any course in Semester 1 of Year 1 should be allowed to re-write the examination as a Supplementary Examination (to be held in the Long Vacation) or during regular examination at the next academic year or when next the course is available.
   a. A student failing any prerequisite course shall be allowed to re-sit the failed paper at the supplementary examination period.
2. A student who fails more than one re-sit of pre-requisite course shall be requested to repeat the year and the course (i.e. A student who at any time would be required to re-write Supplementary Examinations in more than 3 sittings shall repeat the year)
3. If a student passes the supplementary Examination the student shall be awarded a grade not higher than B (i.e 60 - 69%).
4. Supplementary Examination shall not include continuous assessment marks.
5. Supplementary Examination shall be held four weeks after the main examination.
6. A student shall be required to pass all subjects prior to progressing to the next level of the Master of Public Health degree programme.
7. All failed re-sit courses shall be duly registered for at the supplementary examination period or at the next available semester or year and the approved fees and charges paid.

3.3 Course Work (Credit hour)

One credit hour implies a defined activity of the student, as approved by the Academic Board, undertaken by a student over a period of one hour per week for the duration of one semester.

3.4 Change of Grade

A student's academic transcript is intended to serve as a complete and permanent history of the student's academic progress at EGC. A transcript will not, therefore, be altered except in conformity with the Colleges' policy governing change of grade. Grades for students remain as part of the student's permanent record. Changes in previously recorded grades may be made within one semester where the original instructor certifies that an actual mistake was made in determining or recording.

3.5 Course Exemption

A student who wishes to be exempted from taking a course should apply to the President for exemptions. Exemptions may be granted for courses with similar content taken on accredited programmes and or at accredited universities with a grade of at least 'B'.

3.6 Grading for Thesis

Once candidates begin writing theses they must be continuously enrolled at the College until the degree requirements are satisfied. Enrolment may be satisfied by being registered for Thesis, until the thesis is approved and submitted to the President of the College enrolment in Thesis constitutes full-time studentship. Students failing to maintain continuous registration will be required to pay the costs of all previous semesters for which registration was required. Degree requirements may not be satisfied until this is done.

3.7 Deferments and Withdrawals

A student who intends to interrupt his/her study program can only do so with the prior written approval of the Academic Board obtained by an appropriate application made in advance through the Registrar to the President of the College stating reasons why he/she wants to interrupt his/her study program. Permission must be duly granted by the Academic Board and communicated to the applicant by the Registrar in writing. A fee will be charged for deferment.

Deferment is at the student's own risk as course offerings, scheduling and regulations may change.

3.8 Stopping Payment

Stopping payment of registration fees and/or failing to attend class does not constitute an official deferment of a course nor does stopping payments or absence from class constitute withdrawal from the programme or College. Failure to submit an official request for deferment or withdrawal from the College does not relieve students of their financial obligation to the College.

Deferment can only be accepted during registration period except on medical grounds depending upon the time during the semester that they officially withdraw from the College, students will be subject to a pro rata amount of the tuition and fees for the semester. Deferment is at the student's own risk as course offerings, scheduling and regulations may change.

3.9 Students in Good Standing

Master of Public Health degree students are required to maintain a minimum cumulative weighted Average (CWA) of 55.00 in order to remain in good academic standing.

Students whose CWA falls below 55.00 at the end of any semester are automatically on academic probation. Students who are on academic probation for two (2) consecutive semesters and who fail to raise their CWA to a satisfactory level at the conclusion of the two consecutive semesters of probation will be withdrawn from the College.

Grounds for academic withdrawal include:
- Failing to meet the specific academic requirements of the degree program;
- Failing to maintain a minimum CWA of 55.00 over two consecutive semesters;
- exceeding the Statute of Limitation;

3.9.1   Appeals

Appeals concerning academic progress, such as academic withdrawal, must be addressed in writing to the Registrar. The Registrar will review the matter and prepare a report and written recommendation for review by the Academic Board. The Academic Board will review the application and make the final decision regarding a student's appeal.

4.0 Thesis/Research Project Work Requirements

Graduate degree candidates who have prepared a project work as a partial fulfillment of the requirements for the Masters' degree are required to submit the final, approved manuscript in a bound hard copy as prescribed by the College. The candidate must provide an original, signed hard copy of the project and submit as per the prescribed procedure as laid down by the College.

Procedures and regulations governing the formatting, production, and submission are published and available in the College (and on the College's Web Site).

4.1 Graduation

To qualify for an EGC Degree, a student must have fulfilled all financial obligations to the College, must pass all courses taken, earn the required minimum number of academic credits approved by the College for each study programme and obtain a cumulative weighted average (CWA) of 55.00. The student in addition, must submit a thesis/project. A candidate who fails the thesis/project is deemed to have failed the entire programme.

4.2 Degree Dating

Students will be recommended for their degrees at the end of session in which they complete their requirements for graduation.

4.3 Degree Presentation

Following confirmation of an award of a degree, the candidate shall be entitled to be awarded a certificate of the appropriate Graduate Degree under the seal of the College at a Congregation of the College assembled for the purpose.

4.4 Academic Transcript

Only an official diploma or an official transcript showing completion of requirements shows actual degree achievement.
At the end of a student's program, the College shall issue a complete transcript of his/her academic record. It will reflect all courses studied, all grades earned, all attempts at examinations whether passed, failed or referred (including retaking courses, if any). The transcript shall be marked Student Copy.
Any subsequent issue of the academic transcript will be upon request and payment of the prescribed fee.

5.0 ADVISEMENT
Students admitted to a degree programme are assigned a department advisor. Students are expected to consult with their advisors for programme planning, scheduling, etc., throughout their studies as graduate students.

6.0 CHANGES IN PROGRAMMES
Students wishing to transfer from one degree programme to another must file a written petition with the Head of Academic Programme. A change in programme is not effective until the student receives written approval from the Registrar of the new programme. Students who are not in good academic standing may not change degree programmes.

6.1 Transfer Credit

A request for transfer of credit for courses taken prior to enrollment in the College will not be considered until the student has satisfactorily completed at least 12 semester hours in his/her degree programme at EGC. No more than six (6) semester hours of graduate credit taken at other accredited institutions may be applied toward the master's degree. Transfer credit is not counted in the cumulative average or overall average of the programme of study.

6.2 *Transfer of Credit*

Candidates admitted for a graduate programme may, on the basis of approved official
transcripts, be allowed to transfer credits earned from another graduate programme at
EGC. The respective college will determine the number of transferable credits.
A candidate who completes part of the coursework in another University may be offered admission on the basis of credits transferred to this College, provided:
-        The contents of courses taken are deemed comparable and satisfy the course requirements of the Faculty in which he/she seeks to pursue his/her studies.
-        The candidate shall take any additional courses as may be required by the Faculty.
Once admitted to graduate work a student must obtain formal permission from the Registrar before enrolling at another institution for a course that is to be offered in fulfilment of degree requirements at EGC. Such permission is granted only in exceptional instances and only after the student has been admitted to candidacy and is in good standing and receives written approval of the Registrar.

Transfer work must be equal in scope and content to that offered by EGC and must represent a coherent part of the required programme of study. Only courses in which grades "A" or "B" have been earned may be offered for transfer credit; grades for transfer credits are not counted in the cumulative percentage. Course work to be transferred must have been taken within the time period allowed for the completion of degree

requirements. Credits for correspondence courses, workshops, and extension classes are not acceptable for transfer.

6.3 *Degree Completion*

Students must be enrolled in at least one graduate course, e.g., Thesis Guidance, Dissertation Guidance, or regular credit course the semester (including summer sessions) that they submit the thesis or dissertation to the College.

Students writing theses or dissertations must be continuously enrolled at the university, typically in either Thesis Guidance or Dissertation Guidance, and they must have satisfactorily defended their thesis or dissertation and have made all required corrections identified during the defense prior to submitting the thesis or dissertation to the College.

In summary, a student must be enrolled at the College the time the theses or dissertation is submitted to the College. Students who fail to enroll continuously after having enrolled in a thesis or dissertation course may be required to pay for each semester (excluding summer sessions) that they missed.

6.4 *Course Cancellations*

The Academic Board reserves the right to cancel courses for insufficient enrollments; to limit enrollments in any class; and to assign students to added or split sections meeting at the same time and day.

6.5 *Degree Cancellations*

The Academic Board may cancel a Graduate Degree conferred on a student at any time, even with retrospective effect, if it becomes known that:
   i.   the student conducted himself/herself in a manner that was considered fraudulent or otherwise defrauded the College during his/her admission onto the programme.
   ii.   the student impersonated someone else
   iii.   the student has been found guilty of examination malpractice
   iv.   there are other reasons that would have led to the withholding of confirmation of the award in the first place.

7.0 A SECOND DEGREE
An application for admission to a degree programme by an applicant ho already holds a graduate or professional degree will be considered on its individual merits.

Credit hours counted toward one graduate degree may not be used to satisfy credit-hour requirements for a second graduate degree. When course duplications occur, substitute courses will be approved in consultation with the faculty advisor and programme coordinator.

7.1 RESPONSIBILITY FOR CHANGES AND OTHER REQUESTS
Graduate students should be aware of the actions to be taken at various stages in their programme. Most of the actions described above are routinely processed through the Academic Registry with an appropriate written request. The student must take the responsibility to submit a written request. The following items are commonly resolved through a written request.

Transfer of courses taken prior to or during enrolment at EGC.

8.0 RESPONSIBLE ACADEMIC CONDUCT AND ETHICAL RESEARCH

8.1 Overview

EGC in general, promotes responsible and ethical research among graduate students. Graduate students are cautioned to avoid practices that threaten the integrity of their academic career and their research, including, but not limited to, falsification or fabrication of data, violations of privacy and confidentiality provisions, conflicts of interest, cheating, plagiarism, and copyright infringements. Unethical research threatens the integrity of the academic and scientific enterprise and may subject graduate students to severe penalties. For

example, students are required to certify that any use of copyrighted material beyond "fair use" has the written permission of the copyright owner. If the permission to use copyrighted material does not accompany the project work, the copyrighted material will not be reproduced.

8.2 Policy on Research Misconduct

Misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. Fabrication is making up data or results and recording or reporting them. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. Plagiarism is the appropriation of another person's ideas, results, or words without giving appropriate credit. Sanctions for research misconduct include, but are not limited to, letters of reprimand; the imposition of special certification or assurance requirements; suspension or termination of an active award; or suspension and debarment in accordance with applicable government-wide rules on suspension and debarment.

8.3 Academic Dishonesty

Academic dishonesty is among the most egregious offenses a student can commit because it interferes with the College's primary mission of educating and evaluating students.
Academic dishonesty, including cheating, plagiarism, abuse of academic/library materials, stealing and lying, in the preparation of testing, class assignments, or dissertations and theses is no less egregious. Academic dishonesty will not be tolerated by the College, whether in the classroom or in the preparation of the project work. In particular, any graduate student found to have engaged in plagiarism in the writing and preparation of course work, research papers and/or in the preparation of project work shall be subject to the full range of penalties at the disposal of the College.
Plagiarism is submitting, either orally or in writing, the words, ideas, drawings, or other works of another person as one's own without appropriate citation in order to receive credit for having completed an academic assignment or exercise.

Examples: Examples of plagiarism include, but are not limited to, the following:
Submitting material or work for evaluation, in whole or in part, which has been prepared by another student, by an author of a published article or textbook, or by persons producing papers for profit?

8.4 *Penalties for Academic Dishonesty*

Any graduate student at EGC who is found to have engaged in academic dishonesty, including plagiarism, in the preparation of written assignments, a project work, dissertation or thesis, may be subjected to suspension, expulsion and/or revocation of a previously awarded degree. Such sanctions may be imposed even though the accused graduate student may never have received a lesser penalty or penalties for previous academic dishonesty.
Suspension from the College. Suspension can be imposed for a specified period, not to exceed two years.
Expulsion from the College. Expulsion is a permanent separation from the College.
Revocation. When acts of academic dishonesty are found to invalidate a major piece of work required for a degree so that the validity of the degree or certification is jeopardized, then the sanction may include a recommendation from the Head of Department to the Registrar:
1. reject a dissertation, thesis or other work.
2. revoke a certification or not grant a certification.
3. revoke a degree.

9.0 ACADEMIC RESOURCES AND STUDENT SERVICES

9.1 *Academic Board*

The Academic Board oversees all academic matters in the College. It reviews proposed policies and curricula for all graduate programmes and submits recommendations for changes.

The mission of the Academic Board is to ensure that the programmes offered by EGC are of a quality consistent with academic standards of comparable graduate programmes throughout the country, but in particular, comparable programmes in the World.

The duties of the Academic Board are to:

develop and implement policies and procedures for the improvement of graduate programmes;

recommend amendments to existing policies and procedures related to the graduate studies;

develop and to regularly review criteria for faculty appointments; review proposals for new graduate programmes and for the addition, suspension and deletion of courses;

periodically review and assess existing graduate programmes.

9.2 *Academic Registry*

The Academic Registry is mandated to apply and enforce approved standardized procedures and regulations for proper and efficient administration of academic programmes and student certification processes. The Academic Registry among other things undertakes activities relating to coordination of admission processes, registration, oversight and coordination of the validation and approval of new programmes, quality assurance and enhancement, organization of examinations, matriculation, graduation ceremonies, student orientation, student records, maintenance and development of academic regulations/policies and procedures, and associated support services such as:

- transcripts
- Attestations
- Letters of Introduction
- Certification of Certificates, etc.

The Academic Registry is also to be contacted for formal and informal extracurricular activities for students on campus.

9.3 *Library*

Included among the library's holdings are books and periodicals in hard and electronic copies. There is a collection of journals, newspapers and a variety of other documents. The library is put under the following sections; Electronic and Referencing.

A direct borrowing of books from the College Library is not currently available to students however, students are allowed to study the books in the library during library hours. There is also a photocopy section where few pages could be copied. It is also important to note that due to copyright issues whole books may not be photocopied by any student.

The Library is also equipped with Computers, Wi-Fi, Internet services, Scanning services and Data analysis software.

The EGC Library shall constantly strive to innovate to meet trending global learning technologies and standards for the development and promotion of an enabling learning environment and the provision of scholarly resources that support teaching, learning and research.

Library hours are posted at the entrance to the building and printed copies are available upon request.

9.4 Health / Clinic Services

Students requiring medical attention may contact the EGC Sickbay on Campus. Service is provided Monday through Saturday from 8:00 AM to 7:30 PM. The Sickbay is closed on Sundays except on special occasions. If medical care is needed after hours or on the weekend, students may contact the College Nurse on call.

9.5 Parking

Only Students' vehicles with valid EGC car stickers are allowed to park on the campus. Students must abide by the regulations for parking and traffic control and park only at student-designated car parks. Vehicles parked in violation of the parking regulations and parking restrictions are subject to ticketing and clamping. Students may purchase a parking sticker at the Academic Registry.

9.6 *Security & Public Safety*

EGC Campus security is currently by security giants AFWEST International Security. Security personnel are located at various vantage points across campus all day and night to ensure the safety of all members of the College community. The mission of the Campus Security Service is to maintain a safe and secure campus by providing quality policing. To ensure maximum safety however, the Campus community also has a role to play.
The Campus Security Coordinator can be reached at +233 208113025. The Academic Registry should report all crimes and make requests for police assistance to the security coordinator.

9.7 Services for Students with Disabilities (Special Needs*)*

The Academic Registry provides and coordinates services to students with disabilities/special needs. The Office is to help ensure that students with disabilities/special needs have equal access to College programmes and to help provide an environment in which they can be successful while enrolled at EGC.
EGC is committed to providing barrier-free education to individuals with disabilities/special needs and actively works to have its facilities and programmes in full compliance with the Disability Act. Prospective or currently enrolled students who have learning, mental or physical disabilities should contact the Registrar before registering for classes.

10.0   ETHICS POLICY/CODE OF CONDUCT

EGC aims at providing a framework of administering student related affairs by complying with the Constitutional requirement for the protection of rights and prosecution of liabilities of students, staff, senior members and faculty. The College will not compromise any person (student or staff) who breaches the standards set or exhibits in any way behaviour that is not acceptable. These include but are not limited to illegal possession off and use of firearms/weapons or illicit drugs, unlawful entry or trespassing, sexual harassment, stealing, assault, destruction of college property, verbal and physical abuse, corruption, cheating and academic dishonesty/plagiarism. A student/staff/Senior member/Faculty who violates any of the above shall be subjected to disciplinary action.

a) A faculty member will at all times be expected to exhibit professional interest in the student, with the sole purpose of mentoring, generating and disseminating knowledge. Any interactions between a faculty and a student, which is contrary to this prescription, shall be deemed an infringement of good conduct on both sides. In this regard the conduct of the faculty member must be clearly above suspicion.

b) A student shall be expected at all times to show concern for public issues and public property. He/she shall be expected to comport himself/herself in the best interest of tradition of academic decency and social involvement. This includes strict adherence to the national laws on drugs abuse, indecent social behaviour, examination malpractice and falsification of certificate for the purpose of gaining admission.

10.1 STUDENT-STUDENT RELATIONS AND CONDUCTS

Each student shall be responsible for his conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between semesters of actual enrolment or even if their conduct is not discovered until after a degree is awarded. Once a person is enrolled as a *bona fide* student of Ensign Global College one's conduct on and off-campus affects the reputation of the College. The College in

partnership with its mentor institution(s) perpetuity reserve the ownership rights to all certificates, degrees, and diplomas awarded and can revoke such at any time should it be determined after the award that an awardee has unduly acquired it or conducts him/herself in a manner that brings the College's image into disrepute:

1. Students shall avoid giving adverse comments and solicitation of criticisms on fellow students/staff to other students or staff of the College.

2. Students shall not leak confidential information from meetings or official files to others, and neither should such information be used for unauthorized purposes.

3. Under no circumstance should a student exploit, harass or discriminate against a student on the basis of religion, gender, race, ethnicity, ideology, or disability.

4. Under no circumstance shall a student engage in any verbal or physical assault on colleagues.

5. Students shall respect the dignity of others students, and respect their right to express different opinions.

6. Students shall at all times promote collegiality to achieve the ultimate goals of the College.

7. Under no circumstance shall a student be subjected to or subject other students to bullying, snubbing, ridiculing, mocking, spreading of falsehood, or breaking of confidentiality.

8. Where a student is aggrieved by the conduct(s) of another student(s) on any issue, he/she shall first report to the Assistant Registrar or Registrar for an attempt at settlement.

9. Staff shall respect the rights and dignity of subordinate staff and refrain from making derogatory remarks about them.

10. A student shall refrain from any type of harassment or discrimination against other students.

11. All members of the College Community shall adhere to the Anti-Sexual Harassment Policy, Anti-Slavery, Anti-Corruption, Anti-Smuggling, Anti-Narcotics, etc. of the College and State.

12. Students shall under no circumstances incite other students against faculty or College authorities by organizing riots or demonstrations to course damage or harm to students, staff, or property of the College.

13. Except in cases of self-defense, students shall not engage in any verbal or physical assault with students or staff of the College.

10.2 STAFF-STAFF RELATIONS

Respecting others is central to the Codes of Ethics the College is committed to and central to who we are as citizens and members of the College Community.

Staff shall at all times comport themselves in ways that will enhance their image and that of the College. To ensure collegiality, all staff and faculty shall make deliberate and conscientious efforts to promote peace and unity in the College environment.

1. Staff or faculty shall avoid giving adverse comments on colleagues to other colleagues, subordinate staff, and students.

2. Staff shall not solicit criticism of colleagues from other colleagues, students, or subordinate staff.

3. Staff shall respect the privacy of other staff and students and ensure to keep confidential at all times all matters related to students' biodata information and academic records.

4. Staff shall refrain from using narcotic drugs, or other illicit substances which potentially can affect their judgment and behavior and consequently have any health implications on the staff.

5. Staff shall refrain from abuse of alcohol which would make him/her behave unseemly in public and private to bring shame to their families and bring disrepute to the College

6. Staff shall not leak confidential information from meetings or official files to others, and neither should such information be used for unauthorized purposes.

7. Under no circumstance should a staff exploit, harass, or discriminate against a colleague on the basis of religion, gender, race, ethnicity, ideology, or disability.

8. Under no circumstance shall academic staff engage in any verbal or physical assault on colleagues.

9. Staff shall respect the dignity of others, respect their right to express different opinions, and shall at all times promote collegiality to achieve the ultimate goals of the College to be "a standard-bearer of excellence" even in staff-staff, staff-student interrelationships, and human capital development.

10. Where staff is aggrieved by the conduct of a colleague on any issue, he/she shall first report to the Human Resource Manager/Assistant for an attempt at settlement.

11. Staff shall respect the rights and dignity of subordinate staff and refrain from making derogatory remarks about them.

12. Staff-staff romantic relationships may not be prohibited, but when any two staff members are found in such relationships, they shall inform the HR Department for an immediate reshuffling of one or both staff to different departments. They both shall not remain in their formal department. This condition may not apply when both staff are already in separate departments provided one department does not report to the other. These relationships must be kept private and separate from the operations of the College. ***Staff-student sexual relationships are utterly prohibited.***

13. All members of the College Community shall adhere to the Anti-Sexual Harassment Policy, Anti-Slavery, Anti-Corruption, Anti-Smuggling, Anti-Narcotics, etc. of the College and State

14. Staff shall not request or instruct their colleagues or subordinates to do any activity outside the latter's job description to the personal benefit of the staff.

15. Staff shall under no circumstances incite subordinates or others against colleagues, or College authorities nor instigate riots or unlawful demonstrations.

16. Whenever any two or more staff members feel the need to openly oppose any college policies or resolve any issues with management, they shall do so in writing through their Heads of Department, memos, or emails to the Human Resource Manager/Assistant. The ultimate goal is to promote collegiality, peace, and harmony in the College Community.

17. Except in cases of self-defense, staff shall not engage in any verbal or physical assault with subordinate staff or any other individual in the College Community on or off-campus.

18. Staff shall avoid all forms of nepotism, factionism, cadres, etcetera all members of the community shall be treated fairly and equitably.

10.3 STAFF-STUDENT RELATIONS.

1. Staff shall refrain from any type of harassment or discrimination against students and shall adhere to the Anti-Sexual Harassment Policy of the College.

2. Staff shall not exploit their relationships with students for personal gratification, and neither shall they confer undue favors or apply pressure to influence students to yield to personal desires.

3. Staff/faculty shall ensure that their relationships with students do not develop in ways that can undermine objectivity in grading, evaluation, assessment, admissions, social aggrandizement of a student.

4. In all cases, staff/faculty shall avoid praising a student to denigrate other students as this could spark envying and generating of unscrupulous intents against other students.

5. Aiding and abetting a student who has flouted College regulations is strictly prohibited.

6. Except in cases of self-defence, staff shall not engage in any verbal or physical assault with students.

7. Staff shall treat all students with respect and dignity and vice-versa.

8. Staff shall be utterly prohibited from engaging in inappropriate sexual or amorous behaviour/relationships with students.

9. Staff shall not exploit their relationships with students of the College for sexual ends; and neither shall they confer undue favors to influence students to yield to sexual desires.

10. Staff shall not exploit their relationships with colleagues for sexual ends; and neither shall they confer undue favors to influence colleagues to yield to sexual desires.

11. All Staff and students are bound by the Anti-Sexual Harassment Policy of the College.

10.4 INSTITUTION-PUBLIC RELATIONS.

1. Unauthorized staff shall not give out sensitive information about the College to the media without permission from the President.

2. Except in cases of self-defense, staff or students shall not engage in any verbal or physical assault or be involved in scuffle or acts of violence on the College's campus or elsewhere, to the embarrassment of the College.

3. Staff shall not receive from prospective students, current students and the general public gifts in the form of money, goods, hospitality, or other personal benefits if he/she has reason to believe that such is intended to influence judgment or action, for example in respect of admissions, appointment, promotion, grading, assessment or others.

4. Staff shall not give a gift to influence judgment of colleagues in respect of admissions, appointment, promotion, grading, assessment, or solicit undue favors for other staff or people in the public nor their families in the College.

5. Staff shall not serve as an agent for bribery to influence opinion in the College or its operations.

10.5 CONFLICT OF INTEREST.

1. In situations where a member of faculty teaches a course that is taken by his/her spouse, child/ward, or close family relation or friend, this conflict of interest must be officially declared at the beginning of the semester to the Head of Department, who will ensure that the relevant examination scripts are either marked or cross-checked by another member of staff.

2. The award of contracts for goods and services to close relatives and friends also constitute a conflict of interest.

10.6 CONDUCT OF RESEARCH

The Ensign Global College recognizes and continues to create the right environment to promote research and community-engaged scholarship that is underpinned by the principles of honesty, integrity, trust, accountability and collegiality. The College strive for excellence and innovation in education, research, and service by prioritizing ethical principles of teaching, learning, scientific research and practice for the benefit of the communities it serves.

As a research-driven institution, Ensign Global College would be able to:

- Make significant contribution to Ghana's research and innovation agenda;

- Play a key role nationally and internationally towards research informed sustainable development;

- Build capacity of its staff and students to undertake cutting edge research that meets global standards; and

- Ensure that all research at the College meets the requirements of accepted good governance devoid of conflict of interest;

By adopting this policy, Ensign Global College expresses its commitment to:

Emphasize the central role of research in our academic work

Establish a framework that encourages, coordinates and manages the planning and execution of research activities every level;

Adhere to the basic principles of research ethics as they apply to the different disciplines and enforced by our Institutional Review Board (IRB), to continually adapt them to new circumstances and to ensure that they are applied consistently;

Ensure the importance of academic integrity and the pursuit of quality in all research.

10.7 INVESTIGATIVE PROCEDURE FOR BREACH OF CODE

1. On receipt of a complaint of any breach of code of conduct, either from the Head of Department, Registrar, or another staff/student, the President shall set up a committee to investigate the complaint. The Committee so set up shall report to the President who shall, in turn, refer the report to the relevant Disciplinary Committee per the Statutes of the College.

2. The Disciplinary Committee shall investigate the allegation of misconduct referred to it by the President or the Registrar of the College.

3. A staff/student alleged to have misconducted him/herself shall appear in person before the Committee alone or together with a qualified legal practitioner in good standing.

4. When in doubt, the Committee may ask for verifiable evidence of the qualification or the standing of a person appearing before it as a legal practitioner and may disallow the representation unless the Committee is otherwise satisfied.

5. The Disciplinary Board or Committee shall recommend appropriate sanctions to the President who shall impose a suitable sanction.

6. Any staff/student who is not satisfied with the decision of the President shall have the right to appeal to the Ensign Global College Board of Governors who shall set up an independent Committee to investigate the matter and recommend sanctions and reparative settlements

10.8 SANCTIONS BREACH OF CONDUCT

Where the Disciplinary Committee finds a staff member guilty of misconduct, it may recommend one or more of the sanctions provided in the Statutes including but not limited to the following:

1. Dismissal
2. Termination of appointment.
3. Warning or reprimand in writing
4. Withholding of salary increment for a specific period
5. Suspension without salary
6. Recovery of the money or property, the subject of misconduct, or
7. Any other penalty or sanction prescribed in the statutes of the College

11.0   FINANCES AND FINANCIAL AID

11.1   *Tuition & Fees*

The College offers programmes with most up to date computers, internet connections and computer laboratories and library facilities. These learning resources are made available at a competitive cost.

11.2   *Schedule of Fees & Tuition*

Fee charges are determined on an annual basis and vary between programmes. The cost of attending a programme exclusive of books, travel, clothing and other personal items includes the following;
- Course/Programme fees
- Additional fees
- Technology User fee

- Graduation fee

The course fees represent charges at the time of publication of this hand book and are subject to change without notice.

11.3 OTHER FEES AND ASSESSMENTS (LIABILITY CLEARANCE)

A student applying for any student service, i.e., letter of introduction, attestation, academic transcript, certificate, refunds, etc., shall complete a Clearance Form and go through the process of being cleared of any liability, financial or otherwise, to EGC.

A student who has not been so cleared is not qualified to receive any student service he/she applies for.

i) ***Graduation Fee:*** Students planning to graduate must pay a non-refundable graduation fee to defray a portion of the cost of graduation exercises and degree materials. To graduate, both academic and financial requirements must be fulfilled. Fulfillment of financial requirements includes payment of all financial obligations, including a graduation fee.

ii) ***Transcript Fee***: There is a charge per person per transcript. The College will mail transcripts with a fee. To obtain a transcript, registered students' accounts must be current, and former students' accounts must be clear.

iii) ***Introductory & Proficiency Letters***: There is a charge per person for an introductory letter or English proficiency letter. The College will mail introductory and proficiency in English letters with a fee upon request.

11.4 Refunds

In the event, students request a refund the total credits they utilize will be computed and deducted from the amount paid before the refund is paid out. A refund request must be submitted to the Registrar or Assistant Registrar. Students should allow 6-8 weeks for receipt of refunds to allow for time for processing.

Any student dismissed by the College for disciplinary reasons, shall not be entitled to any fee adjustment.

12.0 LIVING ARRANGEMENTS

12.1 *Accommodation in the Hostels*

It is the policy of the College to provide an environment that will assist each student in developing his or her academic and social potentials to the fullest. For this reason, the hostels are considered to be an integral part of the total educational enterprise at EGC. The hostels are not merely places to sleep in. For many months of the year, they are home for the students. And that is how it should be. Only bonafide registered students of the College are allowed to live in hostels. Accommodation in the hostel is a privilege and not a right. Students who opt to live in the College hostels must therefore abide by the rules and regulations appertaining thereto.

Most students reside in the college hostels; but demand for hostel accommodation far exceeds the number of available places. All rooms are therefore allocated to students on the basis of first-come-first-served.

13.0 CHANGE OF NAMES BY STUDENTS

The procedure for change of names by students in the college:
- i. Students should graduate with the names by which they were admitted to the college.
- ii. only female students may, as a result of change in marital status, and with acceptable documentary proof be allowed to change their names.
- iii. For the avoidance of doubt, no change of name by any male student will be recognized by the college.
- iv. All students, especially the male students, are advised to take a special note of this important decision.

All enquiries on the procedures for change of name can be obtained from the Academic Registry.

14.0 DETERMINING APPROPRIATE PUNISHMENT FOR SPECIFIC OFFENCES BY STUDENTS

The offences fall into two broad categories:

- Cases of misconduct which the Students Disciplinary Committee could sit on.
- Criminal offences, which should be referred to the Police for necessary action. In this regard, the final decision of the Student Disciplinary Committee would depend on the outcome of Police investigation.

Misconducts shall include but not limited to the ff:	Criminal Offences shall include but not limited to the ff:
a) Examination Misconduct	a) Fraud
b) Unruly behaviour	b) Theft
c) Indecent behaviour	c) Burglary
d) Vandalism	d) Assault occasioning harm
e) Unauthorised transfer of or to room	e) Murder
f) Unauthorised displacement of College property	f) Membership of a secret cult
g) Pilfering	g) Possession of firearms
h) Insubordination	h) Arson
i) Membership of a secret cult on campus	i) Rape
j) Infringement of other college regulation	j) Possession and use of hard drugs and drug trafficking on campus

15.0   EXAMINATION MALPRACTICES

Examination offences shall be understood to include any attempt on the part of a candidate to gain an unfair advantage, and any breach of the Examination Regulations and Instructions to candidates including refusal on the part of a candidate to occupy an assigned place in an Examination Room, any form of communication with another candidate, possession of a book, paper or written information of any kind except as required by the rules of a particular examination, smoking, leaving an Examination Room without permission of the Invigilator, or refusal to follow instructions.

Examination malpractice can occur during examinations or be observed by the lecturer when marking examination scripts.

When such situations arise;

i)   The invigilator or lecturer, who caught the student in action or noticed the irregularity during the marking of scripts, shall report in writing by filling the prescribed forms provided by the Registrar to investigate.

ii)   The Examination result of such candidate (s) shall automatically be deferred until the case is disposed off by the relevant Committee who will send recommendations to the President for appropriate sanctions in line with the College's sanctions.

iii)   The Registrar shall on Examination Malpractice send the scripts and other relevant documents for the benefit of the relevant Committee(s) if such documents had not been sent with the report.

iv)   Each case shall be considered on its own merit and where a prima facie case of malpractice is established by the Committee, recommendations shall be referred to the President for consideration.

v)   The Registrar shall convey in writing, the penalty recommended, to the student(s) found guilty. His letter shall clearly state the offence and punishment given.

vi)   The student, on receipt of the letter from the Registrar, shall, if he so wishes, appeal to the President within seven (7) days of the receipt of the letter from the Registrar

vii)   At the end of the rustication period, the student concerned must be cleared by the Registrar

15.1 Sanctions for Examination Malpractices

S/N	OFFENCES	SOURCES		SANCTIONS
1	IMPERSONATION	A.	A College student writing exam for another Student of the College	Expulsion of both students
		B	A person/student from outside the College writing examination for an College student	College student to be expelled while the impersonator should be handed over to the police for necessary prosecution
2	FORGERY/STEALING	A	Forgery of identity card or any exam related document	Expulsion/suspension
		B	Stealing of Registration document or any other related document	Expulsion/suspension
3	WRITING EXAMS WITHOUT REGISTERING	A	Writing of examination without registration /failure to meet the 75% attendance	Cancellation of all papers written and suspension from writing further papers for that particular semester in addition to suspension for the subsequent semester
4	DISTURBANCE	A	Internally generated disturbances during examinations such as banging of seats, whistling, hissing, hooting and outright disruption of examination	Student(s) to be suspended
		B	Disobedience to supervisor and or other Examination officials	Letter of reprimand and cancellation of the student's paper as appropriate
5	CHEATING	A	From textbooks, hand-outs, notes, journals, Minicomputer calculators, electronic wrist watches, organizers, mobile phones etc.	Expulsion/suspension
		B	Student copying from fellow student	Expulsion of both students/suspension
		C	Student assisting a fellow student to answer question(s). Passing pieces of paper(s) etc.	Expulsion of both students/suspension
		D	Exchange of question papers on which answers have been written and or answer scripts during exams.	Expulsion/suspension
		E	Jotting of item(s) relevant to the examination on pieces of paper, desk, handkerchief, rulers, registration slip, calculators, money, part of the body etc	Expulsion/suspension
		F	Deliberate writing of examination outside official venue.	Students to be barred from continuing that examination paper

6	GENERAL ACTS OF INDISCIPLINE	A	Talking, smoking, eating and drinking in the examination hall while exam is in progress	Suspension
		B	Unauthorized possession of spare answer booklet/sheet	Expulsion/Handing over the offender to the Police
		C	Physical assault of invigilator and supervisors	Suspension
		D	Verbal attack on Examination Officials	Suspension
		E	Refusal to fill or sign the Examination irregularity forms	Suspension and confiscation of mobile phone if the information is found thereon
7	EXAMINATION LEAKAGE	A	Emanating from students	
		B	Possession of live questions	
		C	Prepared answer booklets	
		D	Any prepared written materials on part or body of examination	
8	ACTS OF CONTEMPT	A	Failure of student(s) to report when summoned by Examination Committee	Student investigated in absentia and sanction imposed based on the merit of the offence
		B	Rudeness to members of Examination Committee during interrogation	Student to write a letter of apology to the concerned member(s)
		C	Acts meant to prevent the cause of justice, hiding of useful information, lying etc.	Suspension in addition to any other appropriate punishment or Expulsion

Any other misconduct connected with or pertaining to an examination or during an examination (not being one of those listed above) which is inimical to or subversive of the integrity of the University examination process shall be an offence which would be punishable with appropriate sanctions ranging from ordinary reprimand to outright expulsion at the discretion of the College, each misconduct being considered on its own merit.

15.2 *PRECAUTIONS AGAINST EXAMINATION MISCONDUCT*

Academic Board and Registrar must take adequate precautions to secure the integrity of the examination process. When it is found or suspected that students have a pre-knowledge of examination question and or live question papers, a thorough investigation to determine the source of leakage shall be carried out by the Registrar involved and report of the investigation shall be forwarded to the President. All individuals involved (staff and students) shall be arraigned before the appropriate body for disciplinary action.

16.0   DEMONSTRATIONS, PROTESTS, ETC.

The college recognizes the crucial importance of maintaining open communication and dialogue in the process of identifying and resolving problems which may arise from the dynamics of life in the College. All members of the College community are therefore free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

Equally important, however, is the legitimate right of any member of the community to dissent, to disagree, to hold a different opinion, or to think differently from others. This is an integral aspect of graduate education and academic freedom.

17.0   STUDENT GRIEVANCE PROCEDURE

One of the goals of the Registry is to assist students with the resolution of issues and concerns in an effort to foster respect across the College and support retention. Students who have sought resolution of a complaint by working with others on campus who find themselves unsatisfied, and their concern does not fit into any of the listed processes in the Students Handbook, may use the on line form provided on our website www.ensign.edu.gh to file a formal student complaint with the Registrar. While we cannot guarantee a specific outcome, we can assist you in better navigating what can be a complex system.

17.1   Guidelines for Filing a Student Complaint

In the absence of mitigating circumstances, students must submit a complaint to the Registry within the prevailing semester of the issue raised after an attempt to first address the concern(s).

Step 1:

A first step for resolving most conflicts should be between the parties involved, and in some cases with an appropriate third party (another faculty member, student or other administrators). If a student has concerns related to classroom situations or administrative actions, he/she should contact the faculty or staff member(s) with whom he/she has a conflict. It may be possible to resolve the concerns without the need for formal institutional action. However, if the student's complaint is not resolved satisfactorily, or if the complaint cannot be resolved by contacting the faculty or staff member(s), the student should proceed to Step 2.

Step 2:

The student should file a complaint through the institution's complaint process. Information about the process can usually be found on the College's website.

Registry Procedures for Reviewing a Student Complaint:

- After receiving a complaint, Registry will review the submitted materials, and contact the complainant for any required additional information or clarifications.
- The Registry will then send a copy of the complaint to the party against which the complaint has been filed and request a response, due within 5 calendar days.
- After receiving the response, Registry will determine whether the College's complaint process has been followed and exhausted and what additional steps or follow-up may be taken.
- If it is concluded that the allegations do not establish a violation of standards or any serious deviation of educational standards imposed by the College, a letter is sent to the complainant confirming this.
- If it appears that a standard has been violated or that the institution has not complied with the institution's established policies, Registry will attempt a settlement through mediation.
- Results of the investigation are sent to both the complainant and accused party.

18.0 EXAMINATION OF THESIS/PROJECT

There shall be Examiners approved by the Academic Board and appointed by the Registrar in consultation with the President and shall comprise one External Examiner and at least two internal Examiners for thesis work

A formal report written on a prescribed form and duly signed by each Examiner, shall first be submitted to the Registrar who shall, after considering the report subsequently present the report on the thesis, together with the results of all other examinations to the Academic Board for approval

The Examiners' report on the thesis shall indicate the extent of the candidate's knowledge of the particular field of study, the subject area of the thesis, whether or not the presentation of the material is satisfactory; and whether or not the thesis meets the requirement for the award of a Master's degree.

A thesis, which is adjudged by the Examiner to be inadequate, will be returned to the candidate for correction. The candidate shall resubmit the corrected thesis within three weeks.

The student shall submit three typed spiral bound copies of the thesis/project together with a completed thesis/project presentation form to the Registrar for processing and final examination.

The Head of Academic Registry shall submit the thesis titles and proposals of all MPH candidates to the Institutional Review Board (IRB), and the Academic Board for approval.

18.1 After the proposal and title of the thesis has been approved, it may not be changed except with the written permission of the Academic Board on the recommendation of the IRB.

18.2 After completing his/her course of study, the candidate shall submit to the Academic Board through the Academic Registry a thesis which shall comply with the following conditions:

Each copy of the thesis/project work shall be signed by the candidate, the Supervisor(s) and the Head of Program. A thesis not signed as such must be accompanied by a letter explaining the reason for the thesis not being signed.

The greater portion of the work submitted must have been done subsequent to the registration of the student as a candidate for a Masters.

Unless otherwise specified, the thesis shall normally be written in English.

The presentation of the thesis must conform to the prescribed format.

A thesis submitted for an MPH degree shall consist of the candidate's own account of his/her research. There shall be a Declaration to the effect that the thesis is the candidate's own work produced from research undertaken under supervision. It may describe work done in conjunction with the candidate's Supervisor provided that the candidate states clearly his/her share in the investigation and that his/her statement is certified by the Supervisor. Work done conjointly with persons other than the candidate's Supervisor shall be accepted as a thesis in special cases only; in such cases, the approval of the Thesis Committee and of the Academic Board shall be required.

A thesis for the MPH degrees must make a significant and substantial contribution to knowledge.

A candidate shall not be permitted to submit a thesis for which a degree has been conferred in this College or any other university. However, a candidate shall not be precluded from incorporating published work based on the thesis research.

A paper written or published in the joint names of two or more persons shall not, normally, be accepted as a thesis.

A candidate who is presenting a thesis shall, on an appropriate form [Intent to Submit Thesis Form] to be obtained from the Academic Registry and submitted through the Academic Registry to the President of the College, give notice of presenting the thesis at least 30 days before the thesis is presented.

19.0 LAPSED THESIS

19.1 Where a candidate fails to complete an MPH thesis within the required period including extension, the thesis shall be deemed to have lapsed and cannot be submitted.

19.2 Such a candidate may, however, apply for re-admission to the programme. If recommended by the Department for re-admission, the candidate shall be admitted for one semester.

19.3 The above shall apply only on condition that the candidate has satisfied all course work requirements of the MPH programme and passed his/her course work not later than two (2) semesters by the time of application for re-admission.

20.0 FORMAT OF THESIS

All theses must be prepared according to the Ensign Global College format requirements as described in the manual for the preparation of graduate theses.

- o Chapter Structure Design
- o Chapter Headings
- o Reference Style
- o Figures and Tables
- o Chapter Content Design
- o List of Abbreviations

The College Format Requirement shall consist of the following sections:

- o Preliminary Information
- o Substantive Section
- o Bibliography and Appendices

i) Preliminary Information

- o Title Page
- o The title page shall consist of the following which should be centered:
- o Title of the Thesis
- o Statement of Submission
- o Name of Candidate (No Titles)
- o Student ID Number (In brackets below the name)
- o In partial fulfillment of the requirement for the degree of Master of Public Health Degree – (written out fully)
- o The date of submission (Month and Year)
- o Declaration/Signature Page
- o Abstract

Every candidate shall present a short abstract of his/her thesis of a maximum of 2 pages (double spaced).

ii) Dedication (Optional)

iii) Acknowledgement

(1-page maximum)

The candidate may briefly acknowledge those who made important contributions to the success of his/her research and presentation of thesis.

Where the thesis has benefited from a collaborative project done in conjunction with the candidate's Supervisors), this should be dully acknowledged.

iv) Table of Contents

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

v) List of Figures/Maps

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

vi) List of Tables

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

vii) List of Abbreviations

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

viii) Substantive Section
a. Chapter Structure

A thesis must consist of substantive Chapters including an introduction, intervening chapters and a concluding chapter as determined by the College format. Total number chapters for a post graduate program is most six (6)

ix) Reference Style

The reference style shall follow the College format. All references to other people's work in the thesis/project should be acknowledged. Failure to do so would be regarded as an act of plagiarism. A thesis/project found to contain plagiarized material would be withdrawn and the degree if already conferred on the student invoked or withdrawn no matter how long the degree has been conferred on the student

x) Thesis Size

A thesis shall normally not exceed 80 pages excluding bibliography, figures, tables, photographs, and appendices.

xi) Bibliography & Appendices

The bibliography should be placed at the end of the thesis and not after each chapter.

The order of arrangement of the bibliography and appendices should follow the format of the College.

The candidate may submit, as subsidiary matter in support of his or her candidature, any printed contributions to the advancement of his/her subject, which he or she may have published independently or jointly, or any other supporting material. In the event of a candidate presenting material from joint work, he or she shall be required to state fully his or her own contribution.

xii) Presentation Format

Four typed or printed copies of the thesis, using standard A4 paper, shall be submitted to the Ensign Global College for examination.

Typed thesis should be on only one side of the paper.

Margins: when bound all margins of the thesis should be 2.54 cm (1 inch).

Font Type & Size: Theses should be typed in New Times Roman Font Size 12.

Chapter headings should be in New Times Roman Font Size 14 Bold.

Font sizes for indented citations, graphs, figures and tables should not be lower New Times Roman font size 10.

Page Numbers: Page numbers should be centred at the bottom of page throughout the thesis.

The preliminary pages should be numbered with Roman numerals.

Page numbering in Arabic numerals should run through the entire thesis.

Footnote numbering should run through a thesis.

Footnotes NOT Endnotes should be used in all thesis.

xiii) Binding

Examination Copy

A thesis submitted for examination should be bound in soft manila card cover (green or light blue). The cover should bear the details of the Title Page of the thesis.

xiv) Final Copy

After the thesis has been approved, it must be bound in standard form Art vellum or cloth; overcast; edges uncut.

The four (4) final copies of a thesis that have been accepted for the award of a Master's degree shall be distributed as follows:

Two (2) copies shall be sent to the Ensign Global College, one of which shall be deposited in the College Library and the other sent to KNUST School of Graduate Studies.

The remaining two (2) copies shall be retained by the Academic Registry, one of which shall be kept by candidate's supervisors and the other given to the candidate.

xv) Labelling of Final Copy

Front Cover

The front cover of the final copy should be lettered boldly in gold (0.5 – 125cm) with the details of the Title Page of the Thesis.

Spine

The spine of the thesis should be lettered boldly up back in gold (0.5 –125cm) with the degree, date, name, before the award of the Degree is published by the Registrar.

Binding Colour Scheme

     Forest Green colour should be used in binding the MPH theses;

-     PDF Version

A PDF version of the final thesis should be submitted with the hardcopies to the Ensign Global College on a Compact Disc.

- Soft Copy

A soft copy of the abstract of the thesis should be separately submitted. In addition to the details in the thesis, this copy should bear the thesis title, the name of the candidate and the names of supervisor(s).

21.0 PROGRAMME STRUCTURE

21.1 Duration of Programme

The Programme will extend over one academic year of two semesters. Each academic year will consist of two semesters with the First Semester starting in late August to late December. The Second Semester will start from mid-January to late June. A semester is 15 weeks, of which 12 weeks are used for teaching, 1 week for revision and 2 weeks for examinations.

21.2 Types of Courses

The first and second semesters will be devoted to both Core Courses and Elective Courses. At the end of the first semester, students will be required to embark on assigned field attachments to work with Agencies or Industries undertaking public health related activities. There will also be visits to areas of public health interest throughout the duration of the programme. Seminars will be organized on a variety of topics which will include student contributions as well as lectures by senior health personnel and academics from outside the main teaching staff.

21.3 Course Credits

Instructions shall be by courses, quantified into credit hours.
   a) A credit hour is granted for a series of twelve contact hours or one contact hour per week per semester of twelve teaching weeks (revision and examination period not included

21.4 Programme Coding and Numbering Policy
1.1   The letter code of the course code is fixed at three
1.2   The numerical component of the course code is fixed at three
1.3   The first number represents the year of the programme.
1.4   The middle numeric character in the course code indicates whether the course is a core course or an elective course in the Master of Public Health degree programme
1.5   All Master of Public Health degree programmes start from 5.
1.5.1 Core courses for degree programmes are assigned 5, 7 or 9
1.5.2 Elective courses are assigned 6 or 8
1.6   The last numerical code indicates the semester in which the course is being offered. The codes are conveniently divided into odd numbers for the first semester and even numbers for the second semester; all between 1 and 9.

21.5 Course Outline

Year 1 Semester 1				
CODE	**COURSE NAME**	**T**	**P**	**C**
MPH 551	Epidemiology	3	0	3
MPH 553	Biostatistics	3	0	3
MPH 555	Introduction to Public Health	3	0	3
MPH 557	Foundations of Health Promotion	3	0	3
MPH 559	Health Policy, Management and Leadership	3	0	3
MPH 571	Research Design and Methodology	3	0	3
	Semester Total	**18**	**0**	**18**
Year 1 Semester 2				
MPH 552	Environmental and Occupational Health	3	0	3
MPH 554	Introduction to Communicable and Non-Communicable Disease Control	3	0	3
MPH 556	Public Health Program Planning and Evaluation	3	0	3
MPH 558	Family and Reproductive Health	3	0	3
MPH 572	*Social and Behavioral Sciences in Public Health*	*2*	*0*	*2*
MPH 562	*Global Health**	*2*	*0*	*2*
MPH 566	*Public Health Nutrition**	*2*	*0*	*2*
MPH 568	*Disaster Management**	*2*	*0*	*2*
MPH 588	*Health Economics**	2	0	2
MPH 582	Field Practicum **	0	0	0
MPH 584	Thesis/ Capstone**	0	0	0
	Semester Total	**18**	**0**	**18**
	TOTAL CREDITS REQUIRED	**36**		**36**

Note:

*This is an Elective course. A student is required to register for any two (2) of the Elective Courses before the end of the programme of study
** The School of Graduate Studies at KNUST <u>does not</u> require Credit Hour assignment for Thesis and Field Practicum at the Post-graduate level. A student is required to have a PASS grade.

A student is required to develop the Research Proposal while taking the Research Design and Methodology course. Data collection for Thesis work will be done at the end of the Second Semester.

21.6 DETAILED DESCRIPTION OF COURSES

MPH 551   EPIDEMIOLOGY

Course Description

This course introduces the principles, methods, and uses of epidemiology in the practice of public health. After completion of this course, students will be able to critically read and interpret epidemiologic research and clearly communicate epidemiologic findings. They will be familiar with health status measurement, data sources, screening, surveillance, outbreak investigation, and methods to support programme planning and evaluation. Students will have a sound understanding of basic epidemiologic concepts, including prevalence, incidence, study designs, measures of association, bias, confounding, effect modification and causal inference. They will also learn how to plan an epidemiologic study, analyze data from epidemiologic studies and critique the epidemiologic literature.

Course Objectives: At the end of the semester, students should be able to:

a. Identify key sources of data for epidemiologic purposes.
b. Recognize public health problems pertinent to the population and discuss a health problem in terms of magnitude, person, time and place
c. Apply basic epidemiologic study designs to the investigation of health problems
d. Explain the fundamental epidemiologic concepts of natural history of disease, prevalence, incidence, rates, relative risk, and attributable risk, direct and indirect standardization of rates, bias, confounding, and effect modification.
e. Evaluate the evidence in favor of and against the likelihood that an association observed in epidemiologic studies is causal
f. Discuss the science of primordial, primary, secondary and tertiary prevention in population health, including health promotion.
g. Identify the principles and limitations of public health screening programme.
h. Communicate epidemiologic information to lay and professional audiences

Content:

- Epidemiologic concepts: Definition of the scope, causation of disease and causal inference.
- Definitions: Outbreaks, Epidemics, Endemics, Pandemics. Disease outbreaks. Incubation period, Attack rate, Investigation of outbreaks.
- Descriptive Epidemiology: describing by time, place and person; case definition; generating hypotheses.
- Measures of disease frequency: Incidence and Prevalence, Incidence and their relationship, attack rates, ratios, proportions, rate adjustment: direct & indirect methods,
- Measures of association and impact: Relative Risk, Risk Ratio, Relative Odds, Odds Ratio, Attributable Risk, Population Attributable Risk
- Descriptive and Analytical Studies
- Analysis of Epidemiologic Studies: Types of Bias and evaluating the Role of Bias, Control of Bias: Evaluating the Role of Chance, Inference, Hypothesis Testing, Evaluating the Role of Confounding, Methods to Control Confounding in the Design, Methods to Control Confounding in the Analysis
- Clinical Trials / Intervention Studies: Types of Intervention Studies, Unique Problems of Intervention Studies, Issues in the Design and Conduct of Clinical Trials, Stopping Rules: Decision for early termination of a trial,
- Screening: Diseases Appropriate for Screening, Screening Tests, and Evaluation of Screening Programs: Sensitivity, Specificity, and Predictive Value; Positive/Negative, False Positive/False

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Negative, Feasibility and Efficacy, Evaluation of diagnostic tests, Evaluation of Treatment effectiveness.

- Disease Triangle
- Control & Prevention
- Sources of data for use in epidemiology: census, vital statistics, morbidity data, hospital data, surveys, limitation of routine data

Mode of delivery

Lessons in the epidemiology course under the supervision of the Tutor shall take place in various formats as is shown below:

- Didactic presentations (inclusive of audio, video materials)
- Discussion sessions (Lecturer- Led; Student-Led discussions)
- Working groups sessions
- Student presentations
- Article Reviews
- Case Studies

Field (Out-of-the-classroom) experience session

Course Reading List

1. Epidemiology 5th Edition: Leon Gordis; Oxford University Press Inc, (2014). ISBN: 978-1-4160-4002-6
2. Essentials of Epidemiology in Public Health, 4th Edition: Ann Ashengrau & George R. Seage III, Jones and Bartlett Learning, (2020). ISBN: 978-1-2841-2835-2
3. Epidemiology: Beyond the Basics – Szklo, Moyses; Nieto, Javier, Jones and Bartlett Publishers, Inc. (2019). ISBN: 978-1-2841-1659-5
4. Rothman KJ. Curbing type I and type II errors. *Eur J Epidemiol*. (2010) Apr;25(4):223-4. Doi: 10.1007/s10654-010-9437-5
5. Epidemiology: An Introduction 2nd Edition. Kenneth Rothman. Oxford University Press Inc, (2012). ISBN: 9780199754557

MPH 553   BIOSTATISTICS

Course Description

This course is designed to enable students to acquire quantitative analytic skills that could be applied to health systems research, epidemiology, health management information system and decision making. The expected competences include collecting, analyzing and interpreting data on public health issues. Practical problems associated with analysis and use of data should be examined and discussed.

Course Objectives: On completion of this course, students should be able to:

a) Describe the roles biostatistics serves in the discipline of Public Health.

b) Describe basic concepts of probability, random variation and commonly used statistical probability distributions

c) Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.

d) Identify different measurement scales and the implications for selection of statistical methods to be used based on these scales.

e) Apply descriptive techniques commonly used to summarize /public health data.

f) Apply common statistical methods for inference.

g) Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.

Content:

- The role of statistics.
- Types of data: quantitative, continuous, discrete, qualitative, ordinal, nominal
- Summarizing and presenting data: frequency tables, frequency polygons, histograms, frequency curves, bar graph, pie chart, scatter plot and box plot.
- Descriptive statistics: measures of location (mean, median, mode; measures of dispersion; range, quartile range, standard deviation, variance).
- Population parameters and sample statistics: mean, standard deviation, and proportion. Sample size determination, sampling distribution of population mean the central limit theorem, from population to sample, standard error of the mean
- Basic principles: Concepts of probability; normal distribution, binomial distribution, Poisson distribution, Bayes theorem.
- Data analysis: confidence limits and confidence intervals, hypothesis testing; statistical tests; z-score, student T-test, ANOVA, chi-square test, odds-ratio and relative risk.
- Linear regression, logistic regression, Poisson regression, negative binomial regression, proportional hazards regression, survival analysis, fixed effects analysis of variance, and repeated measures analysis of variance.

Mode of delivery

The mode of delivery will be mainly classroom discussion sections with associated practice sections in the Computer Lab. Students will also be assigned reading peer-reviewed articles that reflect the topic or chapter of the Course book under discussion at points in time.

Discussion Sections: The discussion section is the in-class experience, and will consist of a brief review of the main concepts of each chapter, followed by practice with problem-solving (by hand and with Stata, using the homework problems and practice datasets). Students will also practice the interpretation of homework solutions and apply this knowledge to examples from the peer-reviewed literature.

Lab Manual and Review Notes: The lab manual describes commands (using code and relevant pull-down menus), Stata output, and interpretation relevant to the homework problems assigned for each chapter, and will help with Stata interpretation on exams. Review notes are a summary of each chapter, including a brief summary of concepts, equations, and Stata commands.

Statistical Example: During the semester, students are to find an interesting example of statistics to share. Topics and presentation dates will be assigned in the first week of class. Each example should be presented as a PowerPoint presentation with **no more than 5 slides**; presentations should be no

longer than 5 minutes each. This should be an example of statistics in practical application, rather than a summary of the technique and/or lecture notes (good sources are the lay press, Google searches, and the peer-reviewed literature). Students will sign up for a topic during the first week of class.

Textbook and Homework: <u>*Learning*</u> statistics means <u>*doing*</u> statistics. Each chapter covers the theory and practical application of concepts. Homework problems at the end of each chapter review theory (short answer), calculation and interpretation (by hand and using Stata). Homework problems are assigned for each chapter and example problems will be covered in the discussion section. A summary homework assignment will be turned in for grading prior to each exam.

Course Reading List

1. Principles of Biostatistics, 2nd Edition, Marcello Pagano & Kimberlee Gauvreau, Duxbury Press, (2018). ISBN: 978-1-138-59314-5
2. Statistical Laboratory Manual 2nd Edition, Stephen Alder and Lisa Gren, Self-published, 2013
3. Statistical Modeling for Biomedical Researchers, 2nd Edition, William Dudley, Dupont, Cambridge University Press, (2009). ISBN: 978-0-521-84952-4
4. Survival Analysis: A Self-Learning Text, 2nd Edition Kleinbaum, Klein, *Springer Publishers. (*2005). ISBN: 978-1-4419-6645-2
5. Basic Biostatistics: Statistics for Public Health Practice, B. Burt Gerstman, Jones and Bartlett Publisher Inc. (2008). ISBN-13: 978-0-7637-3580-7

MPH 555   INTRODUCTION TO PUBLIC HEALTH

Course Description

This course provides a practical and equity-focused approach to the fundamentals of public health. It covers key concepts in public health: the ecological model of health, history of public health, controversial issues in public health, social determinants of health, and several areas of current public health practice. Students will be help to appreciate how politics and policymaking are inherent to public health in action; they will gain perspective on how the range of programmes that public health practitioners implement help to improve health. Finally, students will gain understanding on how movements for change have advanced and continue to advance achievement toward public health goals.

Course Objectives: On completion of this course, students should be able to:

a) Describe the links between public health and medical care.

b) Describe the content of public health practice, with an emphasis on its application to under-served populations in a community.

c) Describe the functions of national, regional and local public health providers and regulatory agencies

d) Describe how public health activities strengthen the community's health status and interrelate to public and private human service agencies.

Content:

- Principles and key concepts in public health; Functions of Public health
- Definitions: primary, secondary and tertiary prevention.
- Community participation, equity, access, gender, and empowerment.
- History of public health/ Evolution of Public Health.
- The demographic, nutrition and epidemiological transition models.
- Determinants of health: nutrition, environment, occupational hazards, changing lifestyles,
- Introduction to population dynamics-basic demographic indicators.
- Primary Health Care.
- Community Health and Health Systems

Mode of delivery:

The mode of delivery will be mainly classroom discussion sections with associated practice sections. Students will also be assigned reading peer-reviewed articles that reflect the topic under discussion at points in time.

The following tools will be used to facilitate learning.

- Classroom lecture method: didactic approach will be used to deliver key content, practice skills and to reinforce learning through interactive discussion.
- Group work: students will be assigned to groups to discuss, analyze and present on topics relevant to public health
- Individual assignment: will be part of the overall learning tool. It will be done either in the lecture room or after lectures
- Readings will be assigned to prepare students for the subsequent topic and to provide needed context for that topic.

Course Reading List

1. Principles of Public Health Practice - 4th Edition: Scutchfield, F. Douglas; Keck, William, Delmar, Cengage Learning, (2017). ISBN: 978-1-2851-8263-6
2. The New Public Health – 3rd Edition: Theodore Tulchinsky Elena Varavikova, Academic Press, (2014). **ISBN:** 9780124157668
3. Mastering of Public Health: Essential Skills for Effective Practice – Levy, Barry S and Gaufin, Joyce R, Oxford University Press Inc. (2012). ISBN: 978-0-19-975397-0
4. The Globalization of Health Care: Legal and Ethical Issues, I. Glenn Cohen, Oxford University Press, (2013). ISBN: 978-0-19-991790-7
5. Short Textbook of Public Health Medicine for the Tropics – 4th Edition, Lucas O. Adetokunbo and Gilles M. Herbert, Hodder Arnold, (2003). ISBN: 978-1-4665-8736-6

MPH 572   SOCIAL AND BEHAVIORAL SCIENCES IN PUBLIC HEALTH

Course Description

The course will evaluate the relationship between disease/illness and its cultural/social context. Emphasis will be placed on the reciprocal relationships between medicine/public health and the health status of individuals

and populations. The influences of social, cultural, political, religious, and economic forces on health and health care will be discussed and analyzed. The primary goal for this course is to acquaint students with the integral relationships between the provision of health care and public health services and the society and culture in which they are provided.

Course Objectives: On completion of this course, students should be able to:

a) Demonstrate cultural humility in healthcare research and practice.

b) Describe social and cultural contributions to health status, health disparities, and the "social determinants" of health.

c) Describe the role of personal and social relationships in health.

d) Apply public health models and theories to address problems such as obesity, HIV/AIDS, and domestic violence.

e) Describe the concepts and methods for integrating behavioral and social sciences with public health (i.e., community mobilization and coalitions).

f) Describe the relationship between health and religion.

Content:

- Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.

- Identify the causes of social and behavioral factors that affect health of individuals and populations.

- Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.

- Describe the role of social and community factors in both the onset and solution of public health problems.

- Describe interventions and policies in social and behavioral science.

- Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.

- Specify levels of intervention for social and behavioral science.

Mode of Delivery

Lessons in the course under the supervision of the Tutor shall take place in various formats, as is shown below:

- Discussion sessions (Lecturer- Led; Student-Led discussions)
- Working groups sessions
- Student presentations
- Article Reviews
- Case Studies

Course Reading List

1. Social and Behavioral Foundations of Public Health, 2nd Edition, M. Jeannine Coreil, Sage Publications, (2009). ISBN: 978-1-4129-5704-5

2. Evaluation: A Systematic Approach. Peter H. Rossi, Mark W. Lipsey, Howard E. Freeman, Sage, (2003). ISBN: 978-1-5063-0788-6

3. Textbook of Global Health. 4th Edition; Brin, A-E Pillay, Hortz, T.H. Oxford University Press, (2017). ISBN: 978-0-1993-9228-5

4. Essentials of Health Behavior 3rd Edition. Mark Edberg. Jones and Bartlett Publisher Inc. (2020). ISBN-13: 978-1284069341

5. Health Behavior: Theory, Research, and Practice. Karen Ganz, Barbara K. Rimer. Jossey-Bass Publishers, (2015). ISBN: 978-1-118-62898-0

MPH 559   HEALTH POLICY, MANAGEMENT AND LEADERSHIP

Course Description:

The course is designed to introduce students to critical analysis of the processes of public health policy formulation, implementation and evaluation. The course will provide an introduction to contemporary issues in public health policy. The course provides students with a critical understanding of health services organizational theory and practice, with particular reference to the management challenges and practices that are unique to developing countries settings. Explore managerial roles, power styles, and conflict with respect to contemporary organizational systems.

Students will develop their knowledge in areas including negotiation, leadership, organizational design, organizational culture, and their implications for the future of public health.

Course Objectives: On completion of this course, students should be able to:

a. Discuss the theories and principles of management and its importance in health services organizations.
b. Discuss managerial roles, task and responsibilities required to effectively plan, organize, and lead entities (organizations, divisions and projects) towards achievement of the organizational mission.
c. Identify skills, knowledge, and activities are necessary to influence health policy- at the community, district, regional and national levels.
d. Develop health policy document –, and learn the steps that must be taken to support its implementation.
e. Explain principles of effective leadership
f. Explain the primary leadership styles and how to adapt styles to be more effective
g. Identify the phases of Negotiations

Content

- Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the Ghana.
- Describe the legal and ethical bases for public health and health services.
- Explain methods of ensuring community health safety and preparedness.
- Discuss the policy process for improving the health status of populations.
- Apply "systems thinking" for resolving organizational problems.
- Communicate health policy and management issues using appropriate channels and technologies.
- Demonstrate leadership skills for building partnerships.
- Definition of leadership, expectation of leaders, elements of effective leadership, leadership models and their adaptations leading and managing change and aligning people, creation of high-performing

team, Organizational Dynamics Measuring Performance, Negotiation, and Conflict Resolution, and Organizational culture

- Phases of Conflict Resolution and Negotiation

Mode of delivery

The mode of delivery will be mainly classroom discussion sections with associated practice sections. Students will also be assigned reading peer-reviewed articles that reflect the topic under discussion at points in time.

The following tools will be used to facilitate learning.

- **Classroom lecture method:** didactic approach will be used to deliver key content, practice skills and to reinforce learning through interactive discussion.
- **Group work:** students will be assigned to groups to discuss, analyze and present on topics relevant to public health
- **Individual assignment:** will be part of the overall learning tool. It is done either in the lecture room or after lectures
- **Readings** will be assigned to prepare students for the subsequent topic and to provide needed context for that topic.

Course Reading List

1. Global Health: Diseases, Programs, Systems and Policies, M.H. Merson, R.E. Black, and Anne J. Mills, Jones and Bartlett Publishers, (2011). **ISBN:** 978-1-28-412262-6

2. Mastering of Public Health: Essential Skills for Effective Practice – Levy, Barry S and Gaufin, Joyce R, Oxford University Press Inc. 2012. ISBN: 978-0-19-975397-0

3. Essentials of Management and Leadership in Public Health. Rowitz, Louis; Riegelman, Richard, Jones & Bartlett Learning (2007). **ISBN:** 978-1-28-411148-4

4. Essentials of Leadership in Public Health. Rowitz, Louis; Riegelman, Richard. Jones & Bartlett Learning (2007). **ISBN:** 978-1-28-411148-4

5. Principles of Health Care Management: Foundations for A Changing Health Care System. Goldsmith, Seth B. Jones & Bartlett Learning (2009). **ISBN:** 978-0-76-376865-2

MPH571 RESEARCH DESIGN AND METHODOLOGY

Course Description:

This course is designed to teach you the rudiments of effective research. This course will combine lecture, seminar, and hands-on approaches. Students will be responsible for choosing a topic for their thesis or dissertation, or some other research, and creating a proposal. Students will also be responsible for obtaining and providing reviewer comments (i.e. student/peer comments) at different points throughout the semester. Participants will learn methods of public health and clinical investigation and gain experience in identifying a research topic, preparing a research proposal, and presenting and defending a research plan. The course will also help students gain experience in acting as a research collaborators and reviewers.

Course Objectives: By the end of the course, students will be able to:

a. Formulate a feasible research question, and design research to answer it.
a. Discuss the ethical implications of research.
b. Select appropriate methods of data collection and analysis for given problems.
c. Critically evaluate your own research and that of other researchers.
d. Submit a proposal of your thesis work

Content

- Foundations of social science research analyzing qualitative data
- Developing research questions
- Ethics- Submission for IRB
- Experimental thinking and research design
- Sampling and probability
- Participant observation (Direct and Indirect observation)
- Structured, Unstructured and semi-structured data collection instruments and interviews.

Mode of Delivery

The mode of delivery will be mainly classroom discussion sections with associated practice sections. Students will also be assigned reading peer-reviewed articles that reflect the topic under discussion at points in time.

The following tools will be used to facilitate learning.

- **Classroom lecture method:** didactic approach will be used to deliver key content, practice skills and to reinforce learning through interactive discussion.
- **Group work:** students will be assigned to groups to discuss, analyze and present on topics relevant to public health
- **Individual assignment:** will be part of the overall learning tool. It done either in the lecture room or after lectures
- **Readings** will be assigned to prepare students for the subsequent topic and to provide needed context for that topic.

Course Reading List

1. Designing Clinical Research, 4th Edition, Hulley SB, Cummings SR, Browner WS, Grady DB, and Newtman TB, Lippincott Williams & Wilkins, (2013). **ISBN:** 978-1-60-831804-9

2. The Practice of Social Research, Earl Babbie; Wadsworth. Cengage Learning Inc. (20132). ISBN-13: 978-0357360767

3. The Lancet Epidemiological Series of 11 articles, (2002) Grimes and Shulz

4. Introduction to Health Research Methods: A Practical Guide. Kathryn H. Jacobsen. Jones & Bartlett Learning (2017). ISBN: 978-1-284-0953-4

5. Mixed Methods in Health Sciences Research: A Practical Primer (Mixed Methods Research Series). Leslie Curry and Marcella Nunez-Smith. Sage Publications (2015). ISBN: 978-1-4833-0677-3

MPH 552   ENVIRONMENTAL AND OCCUPATIONAL HEALTH

Course Description:

The course is designed to give the student foundational knowledge in the field of environmental public health. The course will give a general introduction to health problems stemming from contamination of air, water, food, etc. Focus will be given on methods of qualitative and quantitative environmental risk assessment. The course takes a broad look at environmental health processes, from the pathophysiological and toxicological effects resulting from exposure to environmental risk agents, to the economic and policy forces underlying the production of environmental contaminants.

The course would also focus on assessing workplace hazards, the physiologic and biomechanical aspects of work, and a practical problem-solving approach to health problems in various work settings such oil and gas industry, mining, manufacturing industry, fisheries, health facilities, construction, etc.

Course Objectives: On completion of the course students must be able to:

a. Discuss the association between population growth and dissemination of environmental pollutants

a. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.

b. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.

c. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.

d. Describe methods used in epidemiology and toxicology to assess environmental exposures and hazards.

e. Identify chemical, physical, and microbial agents that originate in the environment and can impact human health.

f. Identify the components needed to provide a safe and healthful work environment through case studies.

g. Identify potential workplace safety and health hazards and determine how to mitigate the hazards through engineering controls, administrative controls and personal

protective equipment.

Content

- Sources, movement and transformation of chemical and microbiological risk agents in the environment.
- Environmental and behavioral processes leading to exposure.
- Health effects from exposures and mechanisms of effect.
- Underlying demographic, social, political, economic and market forces affect the release of hazards into the environment.
- Environmental health programmes, policies, laws and regulations.
- Drivers and impacts of climate change.
- Methods for assessing environmental health problems.
- Occupational health and safety concepts and principles
- Types of Occupational Hazard
- Factors influencing occupational health and safety
- Safety procedures at workplaces

Mode of Delivery

The mode of delivery will be mainly classroom discussion sections. Students will also be assigned reading peer-reviewed articles that reflect the topic or chapter of the Course book under discussion at points in time.

I. **Discussion Sections:** The discussion section is the in-class experience, and will consist of a brief review of the main concepts of each chapter. Students will also be required to do short presentations on environmental health issues.

II.   **Group projects:** Students will be assigned into groups to produce a workable plan to addressing an assigned environmental/occupational health issue.
III.   *Practical/field work*
IV.   *Computer based education*

Course Reading List

1. Occupational and Environmental Health: Recognizing and Preventing Disease and Injury, Barry S. Levy, David H. Wegman, Sherry L. Baron and Rosemary K. Sokas, Oxford University Press, (2011). ISBN: 978-0-78-175551-1

2. Environmental Health: Fourth Edition; Moeller, Dade W; Harvard University Press (2006). ISBN-13: 978-0674047402

3. Environmental Health: From Global to Local (Public Health/Environmental Health). Howard Frumkin. John Wiley & Sons Inc. (2016). ISBN: 978-1-118-9846-5

4. Fundamentals of Occupational Safety and Health. Mark Friend and James Kohn. Bernam Press (2016). ISBN-13: 978-1598889826

5. Essentials of Environmental Health 3rd Edition. Friis, Robert H. Jones & Bartlett Learning (2018). ISBN: 978-1-28-412397-5

MPH 562   GLOBAL HEALTH

Course Description:

This course is design to provide students with an understanding of public health at the global level. Focuses mostly on health issues in developing countries. Students will be equipped with the knowledge, skills and values necessary for serving as agents of change, recognizing that real progress will require a transformation in education across disciplines, and integrated global action.

Course Objectives: On completion of the course students must be able to:

a. Identify the major forces that influence the health of individuals and populations around the world.
b. Describe the importance of cultural competence in communicating public health content
c. Have a basic understanding of the complexity of global health issues, especially in low- resource settings
d. Identify sources of information concerning global health topics
e. Explain trends in emerging and reemerging infectious diseases.

Content

- The global economy and debt as determinant of health
- Severe Acute Respiratory Syndrome (SARS), Ebola, HIV/AIDS: A Global Update
- Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs)
- The Role of Civil Society Organizations (CSOs) in Global Health and Development
- Trends in communicable, non-communicable diseases and injuries
- Culture and health
- Tobacco and Health

- Emerging issues in Global health – bioterrorism, climate change, globalization,
- International health partnerships and initiatives
- Other Health Problems: the epidemiology, risk factors, management, prevention and control of the following health related conditions; injuries, Effects of industrialization on environment, Global Warming and Green House Gases, Deforestation and desertification and Disasters

Mode of Delivery

The mode of delivery will be mainly classroom discussion sections. Students will also be assigned reading peer-reviewed articles that reflect the topic or chapter of the Course book under discussion at points in time.

I. **Discussion Sections:** The discussion section is the in-class experience, and will consist of a brief review of the main concepts of each chapter. Students will also be required to do short presentations on global health issues trending on traditional media platforms.

II. **Group projects:** Students will be assigned into groups to debate thought-provoking global health issues and offer their opinions on the best ways to address them.

III. **Video Discussions:** The class will be allowed to watch short global health documentaries and asked to express their opinions on what they have seen.

Course Reading List

1. Global Health 101, 3rd Edition, Richard Skolnik, APHA Press. (2015). ISBN-13: 978-1284145380

2. Introduction to Global Health 3rd Edition. Kathryn H. Jacobse. Jones & Bartlett Learning (2013). ISBN-13: 978-1284123890

3. Global Health: Diseases, Programs, Systems, and Policies **Edition:** 4th Ed. Jones & Bartlett Learning. (2018). **ISBN:** 978-1-28-412262-6

4. Global Health: Diseases, Programs, Systems and Policies, M.H. Merson, R.E. Black, and Anne J. Mills, Jones and Bartlett Publishers, (2011). **ISBN:** 978-1-28-412262-6

5. Essentials of Health, Culture, and Diversity: Understanding People, Reducing Disparities. Mark Edberg. Jones & Bartlett Learning (2013). ISBN-13: 978-0763780456

MPH 554   INTRODUCTION TO COMMUNICABLE AND NON-COMMUNICABLE DISEASE CONTROL

Course Description:

This course will cover basic concepts and issues central to the epidemiology of infectious diseases and disease transmission and the biological basis of public health. Introductory topics will include properties of infectious agents and the nature of host defenses; the dynamics of occurrence of communicable diseases and their reservoirs; Direct and indirect transmission of infectious agents in various settings, and the implication for successful intervention and control will be summarized. Genetic, behavioral, ecological, technical and political origins of what are termed emerging infections will be considered. The course will also review the epidemiology of non-communicable diseases. Demographic distribution and time trends of these diseases will be presented and known risk factors discussed. Selected communicable and non-communicable diseases will be taught.

Course Objectives: On completion of this course, students should be able to:

a. Identify the major differences between infectious and non-infectious disease epidemiology.
b. Discuss the pathogenesis of infectious diseases including: pathogen entry, host defense, microbe spread through the body, immune response to infection, microbial strategies in relation to immune response, mechanisms of cell and tissue damage, recovery from infection, microbe elimination, host and microbial factors influencing susceptibility
c. Describe the natural history of major infectious diseases
d. Define what Communicable and Non-communicable diseases (NCD) are,
e. Describe the burden of NCD globally and at a national level in terms of the magnitude of the problem (economic burden, social burden and future impact)
f. Discuss global strategies for addressing NCD
g. Explain the concept of NCD surveillance, monitoring, and evaluation of NCD programmes

Course Content:

- Definitions and differences between communicable and non-communicable diseases.
- The pathological basis of disease and how it impacts on disease diagnosis, management and control.
- The epidemiological triangle and knowledge of the stages of disease progression and currently-applied and probable future interventions in communicable disease control.
- Introduction to some selected diseases like malaria, tuberculosis, HIV/AIDS, meningitis, schistosomiasis and other neglected tropical diseases, and the scientific basis of the measures used in their control.
- The burden of NCDs and the strategies for addressing NCDs with emphasis on cardiovascular diseases, diabetes, injuries and cancers internationally and nationally.
- The health transition and adaptations in the health systems of developing countries as a response.
- The application of surveillance to disease control (international and national).

Mode of Delivery

Lessons in this course under the supervision of the Tutor shall take place in various formats as is shown below:

- Didactic presentations (inclusive of audio, video materials)
- Discussion sessions (Lecturer- Led; Student-Led discussions)
- Working groups sessions
- Student educational learning presentations

Reading List

1. Heymann, D., 2008. *Control of Communicable Diseases Manual.* 19th ed. Washington, DC: American Public Health Association.

2. Wallace, R., and Kohatsu, N., 2008. *Public Health & Preventive Medicine* 15th ed. New York: McGraw-Hill Medical.

3. Adetokunbo, L. and Herbert, G.,2002. *Short Textbook of Public Health Medicine for the Tropics*. 4th ed. CRC Press

4. Kassa M, and Grace J. 2019. *The Global Burden and Perspectives on Non-Communicable Diseases (NCDs) and the Prevention, Data Availability and Systems Approach of NCDs in Low-resource Countries.* Doi: http://dx.doi.org/10.5772/intechopen.89516.

MPH 557   FOUNDATIONS OF HEALTH PROMOTION

Course Description:

This course is designed to help students obtain fundamental knowledge and understanding of health promotion concepts and issues. It provides an introduction to the principles and practices of health promotion, with an emphasis on the factors that determine health and health inequities, including economic, social and environmental influences. It also examines the fundamentals of public health communication; discover the vital role that communication plays in disease prevention, health promotion and emergency preparedness; and explore the latest public health communication innovations, tools, technologies, research and strategies. Throughout the study period, student will learn and practice the skills of community engagement -with consumers, family members, providers, policy makers, researchers and the general public -skills that build the foundation for improving and maintaining health and well-being through public health communications.

Course Objectives: Upon completion of this class, students will be able to:

a. Define the terms health, health education, health promotion, health promotion and disease prevention, health disparity, public health, community health, coordinated school health, and wellness.
b. Describe the current status of health promotion and why it should be considered an emerging profession.
c. Explain the importance of theory to health education and promotion
d. Define health literacy and the associated components of readability
e. Label the elements of the communication model and explain how it relates to health literacy
f. Describe the contexts of health literacy including social, cultural and organizational contexts
g. List the different types of technology that influence health literacy and the patient understanding
h. Compare and contrast different types of mediated health-related messages and describe how they influence health literacy
i. Describe the basic principles of creating health-related messages
j. Explain how narratives and metaphors influence health literacy.

Content

- Definitions of health promotion, health education; relationship between health promotion and health education, values/principles of health promotion; health promotion as a discipline and field of practice; the role of health promotion within public health.
- The agenda of Healthy Public Policy as precursor to Health in All Policies (HiAPs)
- HiAPs: from a global (e.g., WHO's framework) and national perspective (e.g., Ghana's Health Policy document 2020).
- Brief introduction to tools for advancing HiAPs [e.g., Health Impact Assessment (HIA)]
- Health Inequities/Inequalities. (-Health inequities/inequalities as violations of the principle of social justice and a right based approach to health - Relationships between health inequities/inequalities and the social determinants of health)
- The Settings Approach (- Definitions of settings; characteristics of settings - Introduction to WHO's Settings Approach - Discussions on a healthy city, healthy school, healthy hospital, etc.
- Social Capital - (Definition of terms, Elements of social capital)
- Health Behaviour Change: Theories/Models (Trans-theoretical Model; Health Belief Model; Theory of Planned Behaviour; Etc)
- Definition of health literacy
- Readability measures
- Context: social, cultural, organizational
- Technology and health literacy
- Campaigns
- Creating effective health messages
- Types of media

- Narratives and metaphors in health literacy
- Health literacy and communication in special situations
- Health communication strategies
- Evaluation of health communication programmes and interventions.

Mode of Delivery

The mode of delivery will be mainly classroom discussion sections. Students will also be assigned reading peer-reviewed articles that reflect the topic or chapter of the Coursebook under discussion at points in time.

I. **Discussion Sections:** The discussion section is the in-class experience, and will consist of a brief review of the main concepts of each chapter. Students will also be required to do short presentations on Health Literacy and Communications issues trending on traditional media platforms.

II. **Group projects:** Students will be assigned into groups to debate thought-provoking health literacy and communication issues and offer their opinions on the best ways to address them.

Course Reading list

1. Dixey, et al., (2013) Health Promotion: Global principles and practice. Oxfordshire: CAB International.

2. Green, J. Cross, R., Woodal, J., and Tones, K. (2019) Health Promotion: Planning and Strategies.4thEd. London, Sage

3. Marmot, M. and Wilkinson, R.G. (2006) Social Determinants of Health. 2nd ed. Oxford, Oxford University Press.

4. Naidoo, J. and Wills, J. (2009) Health Promotion: Foundations for Practice. 3rd ed. Edinburgh, Bailliére Tindall & RCN.

5. Nutbeam, D. and Harris, E. (2010) Theory in a nutshell: A guide to health promotion theory. New York: McGraw-Hill Education.

6. Health Literacy in Context: International Perspectives, Deborah L. Begoray, Doris Gillis and Gillian Rowlands, Nova Science, (2012) ISBN-13: 978-1619429215

7. Effective Health Risk Message: A step-by-Step Guide. – Kim Witte, Gary Meyer, Dennis Martell; Sage Publications Inc. (2001). ISBN-13: 978-0761915089

8. The Art and Science of Patient Education for Health Literacy. Melissa N. Stewart (2010). McGraw Hills Inc. ISBN-13: 978-0323609081

MPH 556   PUBLIC HEALTH PROGRAMME PLANNING AND EVALUATION

Course Description

This course is devoted to understanding the rapidly evolving area of programme planning and evaluation. The goal of the course is to give the student a working knowledge of how to apply evidence - based planning, implementation and evaluating health programs.

Course Objective: By the end of the course students are expected to be able to:

a. Describe the basic elements of programme planning in public health: needs assessment, definitions of goals, objectives, activities, timeline, budget, and evaluation methods

b. Identify barriers to successful implementation of program plans.

c. Identify methods for overcoming barriers to programme implementation.

d. Describe methods for process, effect, and impact evaluation of public health programmes.

e. Demonstrate the ability to develop, implement, and constructively evaluate public health programme and evaluation plans.

Content

- An introduction to programme planning: models and approaches
- Assessing community needs
- Defining the problem
- Case Study: Applying Evidence in Programme Design
- Goals and Objectives for programme planning
- Logic Models and programme implementation
- Programme resources, budgeting and funding
- Programme funding and sustainability
- Programme Evaluation: impacts and outcomes
- Targeting, pilot programmes, interventions, and evaluation
- Heath Impact Assessment: looking across sectors

Mode of Delivery

The mode of delivery will be mainly classroom discussion sections with associated practice sections. Students will also be assigned reading peer-reviewed articles that reflect the topic under discussion at points in time.

The following tools will be used to facilitate learning.

- **Classroom lecture method:** didactic approach will be used to deliver key content, practice skills and to reinforce learning through interactive discussion.
- **Group work:** students will be assigned to groups to discuss, analyze and present on topics relevant to Public Health
- **Individual assignment:** will be part of the overall learning tool. It done either in the lecture room or after lectures
- **Readings** will be assigned to prepare students for the subsequent topic and to provide needed context for that topic.

Course Reading list

1. An Introduction to Health Planning in Developing Health Systems, 3rd Edition. Green A. Oxford University Press (2007). ISBN-13: 978-0198571346

2. Planning, Implementing and Evaluating Health Promotion Programmes: A Primer, 6th Edition, Mckenzie JF, Neiger BL, & Thackeray R, Benjamin Cummings, (2013). ISBN-13: 978-0134219929

3. Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health: A Practical, Systematic Approach for Community Health (4th Edition). Issel, L. Michele; Wells, Rebecca. Jones & Bartlett Learning (2017). **ISBN:** 978-1-28-411211-5

4. Assessment and Planning in Health Programs. Bonnie Hodge and Donna Videto. Jones & Bartlett Learning (2015). ISBN-13: 978-0763790097

5. Other articles and references to be provided in class.

MPH 566   PUBLIC HEALTH NUTRITION

Course Description: The purpose of this course is to provide understanding into the inter-relation between health, food availability and nutrition. Practical approaches to improving the health of communities through Agriculture Extension, Nutrition intervention programme would be discussed. The role of diet in restoring the health of patients would also be examined in relation to specific diseases.

Course Objectives: On completion of this course, students should be able to:

a.   Demonstrate integrated knowledge of nutrient functions, utilization, metabolism, and interaction

b.   Understand the impact of contaminant exposure and biological and chemical hazards on health and nutritional outcomes

c.   Demonstrate knowledge of the basis, interpretation and application of nutrient requirements and dietary recommendations

d.   Demonstrate selection and use of appropriate nutritional assessment methods; use assessment results to prioritize nutrition problems among target populations

e.   Demonstrate skills to develop, select, disseminate and evaluate appropriate food and nutrition education approaches and materials for health promotion/disease prevention and intervention for target populations

f.   Know regional, state and local governmental structures and processes involved in development of public policy, legislation, regulations and delivery of services that influence food intake, nutritional status and health of populations

g.   Demonstrate skills in assessing, planning implementing and evaluating food and nutrition programmes

Content:

- Food habits and customs;
- Economic, Personal and life style factors;
- Nutrients - carbohydrates, fats proteins, minerals, vitamins;
- Nutrient Needs by sub groups of population
- Characteristics of the types of food,
- Recommended Dietary Allowances (RDA), Recommended Nutrient Intakes (RNI);
- Nutritional Problems; Overweight, and Obesity, Hunger; malnutrition;
- Nutrition Intervention;
- Other food related Issues including Food quackery.
- Assessment of nutritional status
- Household food security
- Nutrition and culture
- Global nutritional initiatives

Mode of delivery:

Lessons in the Public Health and Nutrition course under the supervision of the Lecturer shall take place in various formats as is shown below:

- Didactic presentations
- Discussion sessions
- Working groups sessions

- Student presentations

Reading list

  i. Practical Public Health Nutrition. Roger Hughes. Wiley-Blackwell, (2011). ISBN-13: 978-1405183604

  ii. Public Health Nutrition: Principles and Practice in Community and Global Health, Natalie Stein; Jones & Bartlett Learning (2015). ISBN-13: 978-1449692049

  iii. Public Health Nutrition: Rural, Urban, and Global Community-Based Practice. Margaret Barth, Ronny Bell, Karen Grimmer. Springer Publishers (2015) ISBN-13: 978-0826146847

  iv. Nutrition in Public Health. Sari Edelstein. Jones & Bartlett Learning (2018). ISBN-13: 978-1284104691

  v. Kumaresan J, Rajapakse S (2017) Facing the Inevitable: Impact of Climate Change on Nutrition Security. J Nutr Disorders Ther 7: 219. doi:10.4172/2161-0509.1000219

MPH 568   DISASTER MANAGEMENT

Course Description:

This course is designed to help student gain understanding of the current disaster management policy and its inherent limitations. Students successfully completing the course will also be able to participate in the risk assessment process to enhance the health, safety and environmental security of their community, its critical infrastructures and commercial and residential buildings. Course participants will also gain an understanding of the process of developing actionable intelligence that can be used by the public health, medical and public safety communities to reduce risk and enhance disaster management planning, prevention, response, mitigation and recovery process.

Course Objectives: On completion of this course, students should be able to:

  a. Understand the physical nature of natural hazards and exacerbating factors

  b. Understand the impacts of natural and manmade hazards

  c. Define and describe disaster management, hazard, emergency, disaster, vulnerability, and risk; list and describe the main hazards of an area, define the various phases of the disaster management cycle; how community-based action plan for disaster management can be implemented.

  d. Create a holistic understanding of the disaster management activities in Ghana (using the National Disaster Management Organization -NADMO as a case study)

  e. Identify disaster prone zone in Ghana and measure to prevent such occurrences

Content

- Disasters: definition. Hazard, Risk, Vulnerability, Mitigation.
- Natural and human-induced disasters
- Geological Hazards: Earthquakes; location, faults, causes, types, associated hazards and impacts,
- Geomorphic Hazards: Mass movements: Definition of landslides, causes, classification
- Hydrological and meteorological hazards: Flooding, weather systems, Flash flooding, urban flooding, associated hazards and impacts, river flow, erosion, transport, deposition, factors affecting run-off, river stage measurement, current velocity measurement, hydrograph analysis, hazard zoning and warning systems, flood control measures

- Human-induced disasters: Industrial and chemical disasters, road/air/rail accidents, fire incidents, epidemics, disease outbreaks, alcoholism and suicides, poverty, migration and disasters.
- Disaster Management – Distinguishing between an emergency and a disaster situation.
- Disaster Management Cycle

  a. Phase I: Mitigation, and strategies; hazard identification and vulnerability analysis. Disaster Mitigation and Infrastructure, impact of disasters on development programmes, vulnerabilities caused by development, developing a draft country-level disaster and development policy.
  b. Phase II: Preparedness, Disaster Risk Reduction (DRR), Emergency Operation Plan (EOP), Mainstreaming Child Protection and Gender in Emergency Planning, Assessment,
  c. Phases III and IV: Response and recovery, Response aims, Response Activities, Modern and traditional responses to disasters, Disaster Recovery, and Plan, Disasters as opportunities for development initiatives

- Community-based Initiatives in Disaster management, need for Community-Based Approach, categories of involved organizations: Government, Non-government organizations (NGOs), regional and international organizations, community workers, national and local disaster managers, Policy Makers, grass-roots workers, methods of dissemination of information, Community-based action plan, and advantages/disadvantages of the community- based approach.

Mode of Delivery

The mode of delivery will be mainly classroom discussion sections. Students will also be assigned reading peer-reviewed articles that reflect the topic or chapter of the Course book under discussion at points in time.

I. **Discussion Sections:** The discussion section is the in-class experience, and will consist of a brief review of the main concepts of each chapter. Students will also be required to do short presentations on assigned disaster issues.
II. **Group projects:** Students will be assigned into groups to work on finding solution to a disaster that has occurred in a population.

III. **Practical/field work**

Reading list:

1. Disasters and Public Health: Planning and Response, 2nd Edition; Bruce W. Clements MPH and Julie Casani. Elsevier Inc. (2016). ISBN-13: 978-0128019801
2. The Law of Emergencies: Public Health and Disaster Management. Nan D. Hunter. Elsevier Inc. (2009). ISBN-13: 978-1856175470
3. Public Health Management of disasters: The Practice Guide, 3rd Edition, Linda Young Landesman, American Public Health Association, (2011). ISBN-13: 978-0875530048
4. Mutch, C.; Campbell, C.; Skovdal, M.; Perreau, M. (Eds.) Supporting children and young people's disaster preparedness, response and recovery. International Journal of Disaster Risk Reduction (2015) 14: 105-202.
5. Spranger et al. (2007). Assessment of Physician Preparedness and Response Capacity to Bioterrorism or Other Public Health Emergency Events in a Major Metropolitan Area. *Disaster Management & Response* 5(3) pg. 82-86 https://doi.org/10.1016/j.dmr.2007.05.001

MPH 588   HEALTH ECONOMICS

Course Description:

This course introduces students to economic principles used to analyze the behavior of consumers, healthcare providers, health insurers and policymakers and their interactions that determine the allocation of scarce resources and the production and consumption of healthcare services. The course also provides students with an economic framework to understand the structure and function of national health systems. The course focuses on the uncertainty, asymmetric information, moral hazard and adverse selection that differentiate the market for healthcare from other markets.

Course Objective: On completion of this course, students should be able to:

a. Describe the main economic concepts relating to health and health care;
b. Critically evaluate issues in health and health care from an economic perspective;
c. Identify the determinants of market success or failure and interventions that may affect efficiency in situations involving market failure in health and health care.
d. Define economic evaluation and its role in public health
e. Understand the burden of disease; measure and calculate health outcomes; differentiate between methods of economic evaluation; and practice use of economic evaluation

Content

- Introduction to Health Economics
- Microeconomic Tools for Health Economics
- Economic Efficiency and Cost-Benefit Analysis
- Production of Health
- Production, Cost and Technology of Health
- Demand of Health
- Demand and Supply of Health Insurance

Mode of Delivery

The mode of delivery will be mainly classroom discussion sections. Students will also be assigned reading peer-reviewed articles that reflect the topic or chapter of the Course book under discussion at points in time.

I. **Discussion Sections:** The discussion section is the in-class experience, and will consist of a brief review of the main concepts of each chapter. Students will also be required to do short presentations on Health Economics issues trending on traditional media platforms.
II. **Group projects:** Students will be assigned into groups to debate thought-provoking Health Economics issues and offer their opinions on the best ways to address them.

Reading List

1. The Economics of Health and Health Care. Sherman Folland, Allen C. Goodman. Routledge Inc. (2013). ISBN-13: 978-0132773690
2. Methods for the Economic Evaluation of Health Care Programmes. Michael Drummond, Mark Sculpher. Oxford University Press (2015), ISBN-13: 978-0199665884
3. Essentials of Health Economics, 2nd Edition. Diane Dewer. Jones & Bartlett Learning (2016). ISBN-13: 978-1284054620
4. Ghana National Budget Statement. Ministry of Finance. https://mofep.gov.gh/
5. Behavioral Economics and Public Health Christiana Roberto. Oxford University Press (2016) **ISBN-13: 978-0199398331**

MPH 558   FAMILY AND REPRODUCTIVE HEALTH

Course Description:

This course is designed to enable students critically examine the factors contributing to the health of family members of all ages and gender. The course will also encompass the reproductive health of adolescents, men and women. Intervention strategies that would enhance the health status of these target groups would be the main focus of the course.

Course Objectives: On completion of the course students should be able to:

   a.   Describe the concept of family health and wellness.
   b.   Summarize the historical development of Maternal and Child Health (MCH) services internationally and locally
   c.   Identify the determinants of Maternal and Adolescent Health
   d.   Describe Adolescent Health; Pre-adolescent and adolescent periods, Health problems and Interventions associated with adolescent health
   e.   Describe the organization of Maternal and Adolescent Health Services
   f.   Describe men's health issues and how to address them.
   g.   Describe the principles and practice of Family Planning
   h.   Apply newly acquired knowledge, and skills when designing interventions for reproductive and sexual health conditions

Content

   - Definitions and concepts in family health
   - Conceptualization of family health and wellness
   - History of the Development of MCH services, international and local.
   - Determinants of Maternal and Adolescent Health
   - Principles and practice of Family Planning
   - Safe motherhood Strategies, Antenatal Care, Labor and Delivery and Post-natal Care. Information, Education and Counseling
   - Management of Unsafe Abortion and Post-abortion Care.
   - Management of RTIs including STD/HIV/AIDS
   - Management of cancers of Reproductive Systems
   - Prevention of Harmful Traditional Practices
   - Infection Prevention Procedures
   - Adolescent Health; Pre-adolescent and adolescent periods, Health problems and Interventions associated with adolescent health
   - Maternal and adolescent Nutrition
   - Organization of Maternal and Adolescent Health Services
   - Issues unique to men's health.

Mode of Delivery

Lessons in the epidemiology course under the supervision of the Tutor shall take place in various formats as is shown below:

   - Didactic presentations
   - Discussion sessions
   - Working groups sessions
   - Student presentations

Reading List

1. Reproductive Health: The Missing Millennium Development Goal: Poverty, Health and Development in a Changing World, Abdo S. Yazbeck, Arlette Campbell-White and Thomas W. Merrick, World Bank Publications, (2006)

2. Evidence-Based Sexual and Reproductive Health Care: Policies, Clinical Procedures, and Related Research. Theodora D Kwansa and Jill Stewart-Moore (2019): ISBN-13: 978-1284114942

3. Hindin, Michelle J., and Adesegun O. Fatusi. "Adolescent Sexual and Reproductive Health in Developing Countries: An Overview of Trends and Interventions." *International Perspectives on Sexual and Reproductive Health*, vol. 35, no. 2, 2009, pp. 58–62. *JSTOR*,

4. Amoo, E.O., Omideyi, A.K., Fadayomi, T.O. *et al.* Male reproductive health challenges: appraisal of wives coping strategies. *Reprod Health* **14,** 90 (2017). https://doi.org/10.1186/s12978-017-0341-2

5. Ghorbani, M., Hosseini, F.S., Yunesian, M. *et al.* Dropout of infertility treatments and related factors among infertile couples. *Reprod Health* **17,** 192 (2020). https://doi.org/10.1186/s12978-020-01048-w

MPH 582   FIELD ATTACHMENT (Practicum)

Course Description:

This course is design to offer students hands on experience of interventions designed to address public health issues thereby preparing them for their future workplaces.

The first attachment is to introduce students to the community. During this field attachment they understudy the District Director of Health Services and familiarize themselves with the district health profile.

Course Objectives: The goals of the practicum are:

a. To integrate foundational public health knowledge with a concrete experience of public health practice. In particular, to observe and report how the following concepts play out in real public health practice:

   1) the core functions of public health,

   2) the core organizational practices necessary for governmental agencies to carry out the mission of public health, and

   3) the essential public health services, from a community-based perspective.

b. To identify and report the issues in cultural competence relevant to a specific practicum site and how they play out in real public health practice.

c. To identify growth edges in public health practice.

d. To broaden knowledge and skills in public health practice.

MPH 584   THESIS (Practicum)

Course Description

The preparation and presentation of the thesis will be an important component of the overall assessment of students' performance for the award of Master of Public Health degree. The objective is to offer opportunity for students to integrate their learning experience as provided during the course. It will also constitute a means of assessing their research competencies. Students will be expected to select topics of interest to them with the approval of the Faculty Board. The length of the dissertation will not exceed 100 pages and will be submitted in partial fulfillment of the requirements for the award of Master of Public Health. An oral examination shall be arranged and shall involve external examiners.

Course Objectives: On completion of this course, students should be able to:

a. Write an abstract of the research design, findings and conclusion (up to one page)
b. State the problem of interest
c. Formulate the main and specific objectives
d. Outline the research questions
e. Review/critique relevant literature
f. Interpret statistical analyses in health literature
g. Design research method(s)
h. Develop data collection instruments and procedures
i. Discuss limitations to research method(s)
j. Analyze and discuss findings of research
k. Apply basic biostatistical techniques to health research studies
l. Use a variety of statistical computing programme to analyze data from health studies
m. Appraise problems involved in data management
n. Draw conclusion and recommendations
o. Write the references of literature used in the research report

1) **Assessment of students' performance and achievements:**

a. *Regulations on students' assessment, performance and achievements should be clearly defined and there should be evidence of students' awareness of the regulations.*

ASSESSMENTS AND EXAMINATIONS

The Common Regulations for the examination of Master's Degree Programme for both course work and practical training shall apply.

Assessment of Course work:

Assessment of coursework shall be by continuous assessment and end of semester written examination.

Practicum:

All MPH students are expected to acquire core competencies (Required Competencies, p.7) needed to lead a district or region and respond to public health problems or practice public health. The acquisition and mastering of the competencies can be achieved through required field activities which provide services to the District Health Directorate and the communities in the district. The required field activities include:

1. Investigate an acute health problem, for example an outbreak or environmental hazard that requires a rapid public health response
2. Participate in the planning, implementation, and analysis of a survey in the community.
3. Perform a management analysis such as project planning, priority setting, or budget analysis
4. Design and conduct an evaluation of a public health programme.
5. Surveillance: Students may satisfy this requirement by one of the following:
   - Design, implement or evaluate a surveillance system.
   - Analyze and report data from an ongoing surveillance system

Assessment of Practicum Experience:

Student's performance from the practicum experience will be evaluated both by the field supervisor and the academic supervisor from EGC using the logbook (continuous assessment) and the field reports. Upon completion of the Field Attachment (practicum), the student must submit field reports as well as the diary or logbook to the EGC Field Coordinator. The field supervisor and the academic supervisor will both provide a suggested grade on their paperwork with the official grade finally determined by the EGC Field Coordinator.

Final Assessment
The final assessment will be the defense of dissertation before a panel of examiners.

22.0 REGULATIONS FOR THE CONDUCT OF COLLEGE EXAMINATIONS

ALL Students are advised to take note of the REGULATIONS guiding the conduct of College Examinations. Students are required to inform themselves of the following, taking note particularly of item 17.

1. Examination Time tables shall be posted on College and Student Notice Boards and it is the responsibility of Candidates to consult these Notice Boards for details of their Departments concerned, unless otherwise stated. The College reserves the right, where circumstances so demand to make changes in the Time Tables. All affected Candidates shall be informed, accordingly.

2. All Candidates shall report at the Examination Hall not earlier than THIRTY (30) MINUTES before the start of the Examination. Candidates shall occupy the places assigned to them as indicated by their Index Numbers or any form of identification arranged for the purposes of the Examinations.

3. Candidates are to have in their possession their Identity and Examination Cards and shall show these to the invigilators before entering the Examination Hall.

4. No Candidate shall be allowed to leave the Examination Hall until after THIRTY MINUTES after the commencement of the Examination.

5. Any Candidate who enters the Examination Hall within THIRTY MINUTES from the start of a Paper shall report to the invigilator before being checked in.

6. No Candidate shall be allowed to leave the Examination Hall within the last THIRTY MINUTES of the Examination.

7. Candidates are not permitted to start the Examination until the invigilator instructs them to do so. Writing on Answer Booklets prior to the start of the Examination shall constitute a breach of Examination Regulations and the appropriate sanction applied.

8. Unless specifically authorized by the Examiner, no Candidate shall take into an Examination Hall or have in his/her possession during an Examination, any of the following: **Notes**: *Textbooks; Prepared Materials; Hats, Bags, Pencil Cases; Mobile Phones; Programmable Calculators; Palm-top Computers; Scanners; Radios; and, any unauthorized Electronic Gadgets, etc.*

   l\invigilators have the authority to CONFISCATE such material and/or items and have them DESTROYED. The affected Candidates shall be reported to the Faculty/ College Examination Officer/College Registrar in writing as being in breach of Examination Regulations and the appropriate sanctions applied.

9. Candidates shall use their Index Numbers throughout the Examination. Under no circumstance should candidates use their names during Examinations. Failure to do so shall render the student's Answer Booklet/supplementary sheet invalid.

10. Candidates may leave the Examination Hall temporarily only with the expressed permission of the invigilator and shall be under escort. The invigilator reserves the right to take every necessary precaution, including physical search on the Candidate, before he/she is allowed to leave or return to the Examination Hall. The maximum time a Candidate shall be allowed such leave shall be at the discretion of the invigilator.

11. No Candidate shall pass Notes or seek any other information or make any form of solicitation from other Candidates during the period of the Examination. Such form of solicitation shall be taken to be a breach of Examination Regulations and the Candidate involved shall be sanctioned, accordingly. For purposes of these Regulations, the following shall apply:

    a) a candidate may attract the attention of the Invigilator by raising a hand;

b) a candidate shall not pass or attempt to pass any information or instrument to another candidate during Examination;

c) a candidate shall not copy or attempt to copy from another candidate;

d) a candidate shall not leave his/her answers in such a manner that another candidate may be able to read; and,

e) a candidate shall not in any way disturb or distract other candidates during Examination.

12. No candidate shall take away any USED or UNUSED Answer Booklet; Supplementary Sheet or any material supplied for the purposes of the Examination.

13. Plagiarism in any form is a serious offence punishable by dismissal from the College. Candidates are advised to credit any material used in their work that has been derived from another source. When in doubt, Candidates are advised to consult their Supervisors and/or Heads of Department.

14. Any candidate who finishes an Examination ahead of the stipulated TIME may leave the Examination Hall after handing over his/her Answer Book(s) to the invigilator. Such Candidates(s) shall not be allowed to return to the Examination Hall.

15. Smoking or Eating is not permitted in the Examination Hall. Any violation shall be treated as a breach of Examination Regulations.

16. A Candidate shall have himself/herself to blame in the event of violation of any of the said Regulations for the Conduct of College Examinations: It is the responsibility of the Candidate to inform him/herself of these Regulations at all times. Ignorance of these Regulations shall not be considered as a mitigating factor in the event of any breach of a said Regulation. Infringement of any of these Regulations by an Examination Candidate shall constitute MISCONDUCT - and shall attract any one and/or more of the following sanctions:

    i. Rustication from the College for Stated Period;
   ii. Reprimand;
  iii. Warning;
   iv. With-holding of Results for a period;
    v. Suspension from the College; and,
   vi. Dismissal

    NB: Upon dismissal from the College, a student shall not be entitled to have academic transcript from the College. All academic record including transcript become null and void after the dismissal of a dismissed student.

17. Students, both males and females, are entreated to dress decently to the examination Hall. The College Administration is concerned about the indecent dressing of students and every effort would be made to correct it. Any candidate who does not dress decently would be refused entry into the Examination Hall.

23.0 OTHER POLICIES AND PROCEDURES

There are other student-related policies, procedures and checklist. These are issued through memos, notices and other communication means available in EGC.

You are advised to familiarize yourselves with them, understand and abide by all these polices and notices.