

Ahfad University for Women

Undergraduate Catalogue 2016–17 & 2017–18



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Calendar 2016-2017

2016	Event
June 22 – July 6	Registration
July 6 – 8	Eid Al Fitr
July 9	Classes Begin for all students
July 10 – 14	Drop/Add Period for First Semester
July 16	Completion of payment of fees
September 3 – 8	Mid-term Tests
September 10 – 15	Eid Al-Adha
October 16	World Food Day
October 29 – November 10	First Semester Examinations
November 12 – December 1	semester break for all students except (Medicine and Physiotherapy)
November 19 – 28	Extension Fieldtrips Preparations and Trip
November 24	End of Semester1 for Medicine and Physiotherapy students.
November 21 – December 1	Registration
November 29 – December 13	Payment of first instalment of fees
December 3	Classes Begin for all students
December 12	Founder Day
December 25	Christmas holiday
2017	
January 1	Independence day
February 11 - 16	Mid-term Tests
February 8 - 21	Registration for Summer Sessions (1)
February 22	Last Day to Submit Research Proposals.
February 22	Last day to submit dissertations.
February 23	Last day to submit Fieldtrip Reports
March 4 - 6	Women's Week
March 25 – April 6	Second Semester Examinations
April 15 – 27	Second Semester Examinations for Medicine and physiotherapy students
April 20	Submission of results of all classes except graduating students
April 22	Academic Council Meeting
April 23 – May 2	Registration for Summer Sessions
April 29	Summer Sessions Begin
May 2 – 3	Academic Council Meeting
May 10	Graduation ceremony
June 24 – 27	Summer sessions Examinations
June 25 – July 8	Registration for First Semester (2017-18)
July 1	Classes begin

Welcome Note from the President of the University

On behalf of all members of Ahfad University for Women, I welcome our students to Ahfad in a new academic year which we hope and will work for it to become another enjoyable and fruitful year. A very special welcome is for our new intake. I am sure they will find a friendly and caring atmosphere, conducive to good work, and helpful for them to develop and achieve their educational goals. AUW is a university that welcomes diversity and regards it an asset. It comprises a student population from all parts of the Sudan, neighboring counties, the region and the world. This mix of ethnicities, cultures, and religions gives AUW its unique and rich environment.

New students will go through a University Preparatory Program (UPP) that will help to bridge the gap between University and School education and the gap between students who come from schools and regions that lack a great deal in basic resources and those who come from better off schools and regions. Thus, at AUW, we try our best to give all our students a chance of starting on an equal footing and chances for all to succeed despite the unequal backgrounds they come from.

UPP does not only improve the students' English and their study skills, it also develops their talents by giving them the opportunity to engage in studying and practicing music, drama, sports, arts, and journalism. The new students will also note that, although they have been accepted in specific schools, they will all spend their first year at AUW together in a Freshman Class that will help them to interact with students of different schools, enjoy the special Ahfad atmosphere, and gain the special Ahfad spirit.

They will be part of an institution that belongs to and is owned by all its dedicated faculty, staff and students. It is a university that is constantly evolving, developing and may be revolutionizing its programs and curricula.

Over the past five years, AUW has strived to realize the goals it has set for itself over the decades. We have been able to expand our campus, increase our student enrollment, and more importantly, to achieve our new vision for the second centennial; we have set our efforts to enhance the education experience by restructuring AUW. This endeavor of restructuring AUW curricula and programs comes at a time that witnesses expansions in the Higher Education in Sudan and the Region. AUW started this process with a vision of having well-articulated programs that meet the development requirements and the job market at national, regional and international levels. It aims to enable AUW to be part of the regional and international league of high quality academic and research institutions. May I wish you all a happy and fruitful new academic year.

Sheikh Babikir Badri (1860-1954)

Pioneer of Women Education and Founder of Ahfad

Sheikh Babiker Badri was born in 1860 at *GenaiFed* Village in the Rubatab (Tribe) Land. His family moved to *Rufa'a* on the Blue Nile where he had his early childhood education before he moved to *Wad-Medani* to pursue his studies further. He joined the Mahdist Army and took part in the campaign that ended with the liberation of Khartoum (1885). He was one of the prisoners of war from Wadal Nugoumi Army and spent about three years in captivity in Egypt. When the prisoners were allowed to return to Sudan, he became a merchant trading in different commodities between Omdurman and *Sawakin* (then main Red Sea port of the Sudan).

In 1898, he took part in the *Karari* Battle (The Battle of Omdurman as known in some history books). After the defeat and fall of the Mahdist state, he gave up trade and joined the newly established Department of Education as an elementary school teacher in one of the first schools to be opened by the new Condominium Government in 1903. He opened (after overcoming many difficulties on the way) the first secular school for girls in the country at *Rufa'a* in 1907. He became the first Sudanese Inspector of Education in 1919 at the Head office of the Department of Education in Khartoum where he worked until his retirement in 1929. However, he was not a man to sit back and relax. Although in his seventies, he immediately started the tiresome task of establishing the first nongovernmental modern schools for both girls and boys by starting (in 1930) The Ahfad Schools. These schools developed and expanded under the care of his son Yousif to become the Ahfad Institutes that culminated in Ahfad University for Women.

Yousif Badri (1912-1995)

Founder, AUW and Pioneer of Nongovernmental Higher Education

The late Professor Yousif Badri, Founder of Ahfad University for Women graduated from Gordon Memorial College (now the University of Khartoum) in 1932. He then joined the American University of Beirut where he became one of the first two Sudanese to receive a degree in pharmacy (1937). Upon his return to Sudan, he was instrumental in the establishment of the first School of Assistant Pharmacists in the country. He resigned from Sudan Medical Services and joined Ahfad Schools in 1943. When his father died in 1954, Yousif assumed the leadership of Ahfad Schools. Under his leadership (1954-1995), Ahfad Secondary schools expanded in buildings and number of students. By 1966, he devoted his energy to the establishment and promotion of Ahfad University College for Women until it received a full university status (1995). In 1970, he earned a B.Lit. degree from Oxford University and in 1981 the University of Khartoum bestowed upon him an honorary doctoral degree, and so did the University of Bristol, U.K., in 1985.

Professor, Yousif Badri was active in the intellectual life of Sudan, presiding over such organizations as the Sudanese Association for the Advancement of Sciences and the Sudanese Philosophical Society. He was an active member of the boards of trustees of many newly established non-governmental universities and university colleges. He was the pioneer of non-governmental higher education in Sudan. His successful initiative encouraged others, (after twenty years) to embark on opening institutions of higher education. Currently, over fifty non-governmental institutions are established making the Sudan the leading country in this endeavor in the region.

Professor, Yousif Badri was a familiar figure on the campus of Ahfad University to generations of students and Staff.

Board of Trustees

Composition and Functions of the Board of Trustees

The University Act (passed by the National Assembly in 1995) spells out the composition, functions, and terms of reference and procedures of the main governing bodies of the University. Accordingly, membership of the Board of Trustees (BOT) comprises two categories:

(i) The old members of BOT of the former Ahfad University College who in turn are the same as those of Ahfad Schools formed by the founder Sheikh Babiker Badri in 1930. These members (15) represent outstanding citizens and families in the fields of industry and commerce, government and administration as well as technocrats of the time. Any vacancy in this category is filled by nominating a successor by the family.

(ii) Seven members from outstanding citizens involved in issues of education and public service chosen by the fifteen members in (i) above.

The Board of Trustees is the highest authority in the University. Under its name, all the assets and property of the University are registered. It has full and final legal representation and authority on all transactions of the University. Its responsibilities include: Setting the general policies of the University, raising funds, overseeing the implementation of policies; approving the final financial statement and estimated budget for each academic year; and final approval of employment contracts.

Members of the Board of Trustees

Gasim Badri, Chairman
Kamil Shawgi
Nadir Saad Abulela
Osman Abdalwahab Abdalmoniem
Hassan Abdel Salam Kambal
Eltag M. Osman Salih
Al Rashid M. Elamin Hamid
Tagelsir Al magboul
Malik Badri
Nafisa A. Al Amin
Ali Shibeika
Abu Garja Kintiby
Ahmed H. El Jack
Amna E. Badri
Babiker A. El Obied
Balghis Badri

University Council

Composition and Functions of the University Council

The University Council (UC) is composed of ex-officio members from within the University and (14) prominent citizens representing the community, government, in addition to representatives of alumni and students' union. It is chaired by a public figure.

The University Council oversees the administration of the University. It has the authority of reviewing, approving and implementing the recommendations of the Academic council, and reviewing and approving the annual report presented by the President of the University, deans of the schools and other bodies of the University. The Council also reviews and approves the annual budget prior to its consideration by the Board of Trustees.

Members of the University Council

Ibrahim Ali Musallam, Chair
Afaf Reihaiman
Anis Hajar
Farouk El Tayeb
Gasim Mahmoud Bakr
Mohammed O. Al Rayah
Salma Abdalla Khalil
Seif Al Dawla A. Haj Al Safi
Siddig Mohammed Modawi

Ex-officio members

President of the University
Vice President, Academic Affairs
Vice President, Admission and Student Affairs
Vice President, Financial and Administrative Affairs
University Librarian
Deans of the Schools
Representative, Ministry of Higher Education
Representative of the Alumni Association
Representative of Students Association

University Academic Council

Composition and Functions of the Academic Council

Membership of the Academic Council (AC) includes the President of the University, his deputies, Deans of Schools, Directors of Centres and Institutes, the University Registrar and the University Librarian, and all professors of the University. The Academic council oversees all matters pertaining to the academic affairs of the University. The Academic council is responsible for the following:

- Approving the plan of study of each school within the University.
- Deciding on students' academic petitions submitted by the Vice President for Academic Affairs.
- Awarding University undergraduate degrees and prizes.
- Awarding postgraduate degrees including PhD, Master degrees, diplomas and certificates.
- Awarding honorary degrees.
- Discussing and approving future and development plans.

Members of the Academic Council

Prof. Gasim Badri, President of the University, Chairman
 Prof. Amna E. Badri, Vice President, Academic Affairs
 Dr. Awatif Mustafa, Vice President, Students & Admission Affairs
 Mr. Abd El Gadir El Nasri, Vice President, Administrative and Financial Affairs
 Prof. Mustafa Khogali, Deputy, Vice President Academic Affairs
 Prof. Amin A. Elamin, Dean, School of Pharmacy
 Dr. Sara ElSir, Dean, School of Management Studies
 Dr. Rania Mohamed Kheir, Dean, School of Health Sciences
 Dr. Niveen Salah EldinElmagboul, Dean, School of Rural Extension, Education and Development
 Dr. Alia Badri, Dean, School of Psychology & Pre-School Education
 Prof. Salah Omer Elkarib, Dean, School of Languages
 Prof. Mohamed Osman Swar, Dean, School of Medicine
 Prof. Balghis Badri, Director, Regional Institute of Gender, Diversity, Peace and Rights
 Prof. Mutamad Ahmed Amin, Director, Research and Grants Unit
 Prof. Salah El Din Mohamed Elamin, Director, Staff Training Centre
 Dr. Asia Maccawi Ahmed, Librarian
 Dr. Babiker Ahmed Badri, Registrar
 Prof. Abubaker Osman Uro, Director, Ahfad Centre for Science & Technology
 Prof. Lutfi Abdelgadir Elgabbani, Director, Freshman Program
 Prof. Manal Abdeen, Director, Nutrition and Health Centre for Training and Research
 Prof. Mohamed Zien Ali, Ahfad Nutrition Centre for Training & Research
 Prof. Ahmed Abd El Magid, School of Health Science
 Prof. Ahmed Mohamed Ismail, School of Health Science
 Prof. Baha Eldin Elmagaboul, School of Health Science
 Prof. Yousif Babiker Yousif , School of Health Science

Prof. Abdel Halim Rahama Ahmed, School of Health Science
Prof. Abd Elmoniem Badri, School of Psychology
Prof. Malik Badri, School of Psychology
Prof. Ahmed H. El Jack, School of Management Studies
Prof. Salih Abdullah El Areefi, School of REED
Prof. Awadalla Mohamed Saeed, School of REED
Prof. Abd El Salam Salih Eisa, School of Medicine
Prof. Ali El Biely, School of Medicine
Prof. Abdalla Elharith, School of Medicine
Prof. Elshaikh Mahgoub Gafar, School of Medicine
Prof. Ali Mostafa Bilal, School of Medicine
Prof. Bader Eldin Khalid, School of Medicine
Prof. Zuhair Hussien Mohamed Ahmed Sharfi, School of Medicine
Prof. Elfatih Zein El Abdeen, School of Medicine
Prof. Eltahir Fadl, School of Medicine
Prof. Bakri Noury, School of Medicine
Prof. Hafiz Elshazali, School of Medicine
Prof. Abd Elmoniem Osman Elkhalifa, School of Pharmacy
Prof. Elshaikh Ali El Obeid, School of Pharmacy
Prof. Ahmed Elnasri Hamza, School of Pharmacy
Prof. AbelRahman Hassan Ishag, School of Pharmacy
Prof. Elsamaawal Khalil, School of Rural Extension Education and Development
Prof. Shadia Abdel Rahim Daoud, School of Rural Extension Education and Development

University Administration

Prof. Gasim Badri, President of the University
 Prof. Amna Elsadiq Badri, Vice President for Academic Affairs
 Mr. Abdel-Gadir Elnasri, Vice President for Administrative and Financial Affairs
 Dr. Awatif Mustafa, Vice President for Admissions and Students Affairs
 Dr. Babiker A. Badri, Registrar
 Dr. Abubekr Abdul Azim, Director of Admission
 Dr. Nafisa M. Badri, Director, International and External Relations Office
 Mr. Sid Ahamed Elmufti, Secretary, President's Council and University Council
 Mr. Faisal Abbas Ahmed Salih, Public Affairs Director
 Mr. Elfadil Hussan Awdalla, Director of Alumni Office

ACADEMIC AFFAIRS

Prof. Amna Elsadiq Badri, Vice President for Academic Affairs
 Dr. Rania Mohammad Kheir, Dean, School of Health Sciences
 Dr. Alia Badri, Dean, School of Psychology and Early Childhood education
 Dr. Sara El Sir, Dean, School of Management Studies
 Dr. Niveen Salah EldinElmagboul, Dean School of Rural Extension, Education and Development
 Prof. Mohamed Osman Swar, Dean, School of Medicine
 Prof. Amin Abdel Rahim Elamin, Dean School of Pharmacy
 Prof. Salah Omer Elkarib, Dean, School of Languages
 Dr. Omeima Salih, Dean, School of Graduate Studies
 Prof. Mustafa Khogali, Deputy Vice President of Academic Affairs
 Prof. Abu-Bakr Osman Uro, Director, Ahfad Centre of Science and Technology
 Dr. Hiba Yousuf, Director, Ahfad Family Health Centre
 Dr. Asia M Makawi, University Librarian
 Dr. Nafisa Ahmad Elamin, Director, Documentation Unit for Women Studies
 Dr. Haram E. Badri, Director, Early Childhood Centre
 Prof. Sidiga Washi, Director, Nutrition Centre for Training and Research
 Prof. Balghis Badri, Director, Regional Institute of Gender, Development, Peace and Rights
 Prof. Mutamad Ahmed Amin, Director, Research and Grants Unit
 Prof. Salah Eldin Mohammad Elamin, Director, Staff Training Centre

Registrar's Office

Babiker Ahmad Badri, Registrar
 Husam Awad Osman Elhag, Assistant Registrar

Information Technology

Dr. Babiker Badri, Director
 Mr. Hussam Awad Osman, Assistant Director for Applications
 Mr. Ahmed Mouawia Habib, Assistant Director for System Administration
 Mr. Allam Mohammad Daoud, Assistant Director for ITSM

School of Health Sciences

Dr. Rania El Kheir, Dean
 Amal Abdel Gadir Yousif Hashim, Deputy Dean
 Somaya Elbeshir El tayeb Mohamed, Assistant Dean for Administrative Affairs
 Mrs. Nuha Taha, Assistant Dean for Students' Affairs

School of Psychology and Pre-School Education

Dr. Alia Badri, Dean

Dr. Aisha Awad AlBalola, Deputy Dean

School of Management Studies

Dr. Sara Elsir Mohamed Ahmed, Dean

Dr. Arwa Salah Abdelkarim Gubara, Deputy Dean

Dr. Butheina ElKhair El Shafie, Assistant Dean for Students Affairs

Mrs. Nagwa Tawfig, Assistant Dean for Administrative Affairs

School of Rural Extension, Education and Development (REED)

Dr. Niveen Salah EldinElmagboul, Dean

Dr. Sarra Behairy, Deputy Dean

School of Medicine

Dr. Mohamed Osman Swar, Dean

Kamal Elhag, Deputy Dean

Dr. Hiba Yousuf, Director, Ahfad Family Health Centre

Mrs. Sumaia Abd Alla Elsheikh, Administrative Director, Ahfad Family Health Centre

School of Pharmacy

Prof. Amin Abdel Rahim Elamin, Dean

Prof. Abdel Moneim Khalifa, Deputy Dean

School of Languages

Prof. Salah Al Karib, Dean

Dr. Amna Mohamed Badri, Deputy Dean

ADMINISTRATIVE AND FINANCIAL AFFAIRS

Mr. Abdel-Gadir Elnasri, Vice President for Administrative and Financial Affairs

Finance office

Mr. Nabil Derias Boules, Chief Accountant Financial Controller

Human Resources Unit

Dr. Sumaia Elzain, Director

Physical Plant Office

Elfadil Hussan Awdalla, Director Physical Plant

Abdel Rahman Ahmed Obeid, Assistant director Physical Plant

Ahmed Babikir Badri, Head of Construction and Maintenance

Ahmed Babiker Badri, BArch, Engineering Coordinator

Mrs. Nafisa Y. Badri, Director of Services Office

Mohammad Ahmad Shareef, Chief University security and protection

ADMISSIONS AND STUDENT AFFAIRS

Dr. Awatif Mustafa, Vice President for Admissions and Students Affairs

Student Affairs Office

Dr. Awatif Mustafa Abdelhalim, Vice President for Admission and Student Affairs

Mrs. Layla Hassan Ali Karrar, Counsellor Assistant Director for Students' Affairs

Mrs. Fadia Hussein Salim, A/Director of Students' Affairs

Admissions Office

Dr. Abubekr Abdel Azim Hussein, Director, Admissions

Ms. Sahar Etayeb Ali, Assistant Director for Admissions

The University

Mission

AUW's mission is to provide quality education for women to strengthen their roles in national and rural development, and to seek equity for themselves and fellow women in all facets of Sudanese society using a combination of well-articulated academic programs, professional trainings, research, and community outreach activities.

Vision

AUW's vision is to be a nationally prominent university and a leading institution recognized worldwide for its academic excellence, research, women empowerment, civic engagement and social responsibility.

Core Values

To achieve AUW's vision and carry out its mission, we adhere to the core values of Social Responsibility, Academic Freedom, Leadership, Innovation, Excellence, Respect, Integrity, Ownership, Commitment, Diversity, Inclusiveness, Partnership, and Autonomy.

History

Ahfad University for Women is the direct result of the steadfast vision of two men, Sheik Babiker Badri (1860 - 1954) and Professor Yousif Badri (1912-1995). Sheik Babiker combined the traditional Islamic devotion to learning with his own- then radical -notion of providing secular education in addition to religious instruction for both boys and girls. Babiker Badri established the first secular school for girls in Sudan at Rufa'a in 1907. In 1951, the Ahfad Girls' Intermediate School was established in Omdurman, and in 1955, his son Yousif Badri established the Ahfad Girls' Secondary School. Ahfad University College for Women was later founded at the School's sites in Omdurman in 1966. The Ministry of Education granted the new College the right to confer diploma certificates upon completion of its four-year program.

In 1984, an act of the National Council for Higher Education authorized Ahfad University College for Women to confer Bachelor of Sciences and Bachelor of Arts degrees. In 1995, the President of the Republic signed a decree to elevate the college to University status which was named Ahfad University for Women (AUW).

Location

The University is situated in Omdurman, Sudan. Spreading over around 80,000 square meters, the campus has 21 buildings, including faculty and administrative buildings, one library, and the Medical Centre.

Schools and Institutes

Currently AUW serves approximately 6600 undergraduate and 352 postgraduate students who come from all regions of Sudan and several neighboring countries. Students at the university are enrolled in one of its seven schools and its institute, which are organized along practical professional lines, rather than the traditional academic fields. The schools and the institutes are:

- School of Health Sciences
- School of Psychology and Preschool Education
- School of Management Studies
- School of Rural Extension, Education and Development
- School of Medicine.
- School of Pharmacy.
- School of Languages
- Regional Institute of Gender, Diversity, Peace and Rights

In keeping with Ahfad's tradition as a pioneer in women's education, the University is maintained exclusively for women. Emphasis is placed on preparing women to act as agents of change in building a modern nation in Sudan, or in their home countries. Areas of emphasis include nutrition, education, child development, management, agricultural and domestic technologies, and health care. The University maintains its longstanding commitment to help improve conditions in rural areas of Sudan through active student participation in population studies, education projects, health care, appropriate technology research and development, and other field activities.

A major area of emphasis for Ahfad is Women Studies. A specialized institute, The Regional Institute of Gender, Diversity, Peace and Rights, serving Sudan and the region has been established to provide instruction and to conduct research in this vital field. AUW's commitment towards Women Studies includes support of the Women's Documentation Unit as well as publication of two journals, one for students (*Elnisf Al Waid*) and the other is Ahfad's Journal, *Women and Change* which is the university's outlet to national, regional and international links for analyzing issues affecting women in Sudan and in other developing countries. In addition, the University serves as the patron and supporter of the Babiker Badri Scientific Association for Women Studies. The aim of this NGO is to encourage research on the status of Sudanese Women and to seek effective application of the research findings.

Academic Affairs Office

Headed by the Vice President for Academic Affairs, the office is in charge of all academic matters of the university.

Mission

The mission of the Academic Affairs Office is to mold students into successful professionals through a rigorous curriculum, and exceptional academic support services that foster academic excellence.

The office's main goal is to advance the well-being of Sudanese women and the community through the creation and dissemination of knowledge. Ahfad University is a community of learners dedicated to reaching out to all citizens to enrich their lives through the highest-quality education possible. The office aims at helping students learn so that they may become productive, creative, ethical, engaged citizens and leaders.

Vision

Driven by passion, the Academic Affairs Office works to become a nationally recognized leader in urban, public, higher education, ensuring academic and intellectual challenge, and mentoring all in a caring, supportive environment. Its vision is to enhance the graduate and undergraduate experience at the University of Ahfad to build partnerships that are recognized as national models, creating transformational opportunities for students of all backgrounds. AUW will distinguish itself academically through research, scholarship and creative activities; community engagement; and internationalization of programs.

Registrar's Office

The Registrar's Office aims to support the instructional mission of the University through managing the student records data base, facilitating course registration, scheduling of classes, issuing of final examinations schedule, issuing transcripts and certificates, auditing degrees, administering catalogue production, and maintaining the integrity, accuracy, and privacy of all academic student records.

Every effort is made to provide services in a professional, accessible, and courteous manner to all constituents, including students, faculty, administration, parents, and alumni. This is accomplished by striving toward service excellence in everything we do, challenging ourselves to be as efficient and effective as possible in our work, and seeking out new and better ways of doing business for ourselves and the community we serve.

Information and Technology Unit (ITU)

The ITU provides services for all the University schools and units in various aspects of computer application. These range from the initial installing of a new computer to helping in the presentations among other computer assisted activities. In fact, ITU services sometimes extends to other educational and non-educational institutions outside the University.

The ITU strives to provide members of the AUW community, with secure, state-of-the-art and cost-effective information technology solutions that empower stakeholders to excel in the pursuit of their goals and in achieving leadership in education and healthcare. The ITU performs

its duties in a team-empowered environment. It is composed of specialized IT staff members who are responsible for revamping, and maintaining systems and infrastructure services aimed at enhancing user productivity through seamless access to services and resources.

AUW-net Intranet and Internet Services

Ahfad enjoys two networks of fiber optics that facilitate both intra and internet services to all the buildings in the university. In addition, there is also highly sophisticated wireless services in the main buildings and courts in the university that facilitate internet access to all students and staff. There are also 15 equipped laboratories for students and staff use. Both the intra and internet services are protected by two firewall systems to ensure safety. IP telephony network is the new project under-development at the moment and expected to be operational by March 2016.

Computer Labs

In addition to providing internet access, computer labs also offer a variety of other resources to students, such as printers, CD burners, and secure network storage for personal data. They may also provide access to servers hosting such applications as Microsoft Office, special software for statistics and graphics, and various programming languages.

Help Desk

IT help desk specialists are always ready to support students, faculty, and staff. For IT-related support, contact the IT help desk.

The help desk is part of the functions provided by the ITSM (Information Technology Service Management); it facilitates problem-solving procedures to all users in the university and controls the installations of programs and facilitation of maintenance to all IT related equipment in the university. The helpdesk can be reached by e-mail, telephone and the OTRS system. The team of the ITSM includes experts in electronics engineering, computer engineering and software engineers.

Research and Grants Unit

Director: Mutamad Ahmed Amin

Mission

Ahfad University for Women encourages both basic and applied research conducted by its professional staff, its postgraduate and its undergraduate students. Promoting and conducting research are part of the mission of the university and clearly stated in its act and constitution.

Vision

Ahfad aims to be a nationally prominent university and a leading institution recognized worldwide for its academic excellence, research, women empowerment, civic engagement and social responsibility.

Objectives

- To Stimulate and encourage staff and student research across the University (through seminars, workshops, conferences on research methodology, writing of research and protocol proposals and papers for publication etc.).
- To keep all faculty members informed of available sources research grants local and abroad.
- To promote communication between researchers within the university.
- To endorse all staff research proposals technically and ethically.
- To facilitate and activate links with research institutions at national, regional and international levels
- To assist in dissemination of research findings.
- To document and report the university research activities.
- To prepare the annual research report of the university and refer it to University Research Committee.
- To liaise with post –graduate studies, research institutions in AUW and local and international links.

International and External Relations Office

The International and External Relations Office (IERO) was established in January 2010 with a main goal to facilitate the university's long term goal of internationalization. It seeks to communicate, collaborate, and conduct academic exchanges with other academic, research and relevant institutions at all three levels (BSc, MSc, PhD).

It provides a range of services and expertise to support the university in the development and management of external, regional and international programs and linkages. IERO is proud to have realized much of its initial goal such as fortifying and creating new links globally with various universities, holding conferences and events, and lastly enhancing the educational experience of Ahfad's students.

Vision

The University aims to forge national, regional and international reciprocal partnerships to promote excellence in teaching, research and community outreach activities.

Mission

IERO strives to be the catalyst and model of excellence to provide professional services to facilitate the internationalization program and quality.

Core Values

IERO is a community-oriented office that endorses the advancement of AUW vision. It promotes integrity and equity to service excellence to students, faculty, partners and community.

Service Units

Maktabat El Hafeed

On November 12, 1991, Ahfad University for Women celebrated the opening of its new library, Maktabat El Hafeed. This library is one of the modern libraries in the Sudan. Maktabat El Hafeed comprises three levels with a total area of 2700 square meters.

El Hafeed Library and the University as a whole share a common vision in that both aspire to meet the accreditation standard on both the state and national levels.

Library Objectives

- To work with the University community to provide access to information.
- To monitor and evaluate services to match growing University needs.
- To assist the user in understanding and utilizing the full range of information services and to foster the acquisition of skills necessary for independence in learning.
- To provide access to a wide range of information sources through information technology, and to work with other ASSIST services to ensure their effective use and development.
- To maintain and develop relationships with other library services and to facilitate library co-operation.
- To develop and maintain all service standards at the highest possible levels, with the emphasis on quality, customer care and cost-effectiveness, within the resources available to the service.

Library Collections:

The Library includes a variety of books and journals in the areas of computer science, communication, philosophy and psychology, social sciences, languages, pure sciences, applied sciences, arts, literature, history, geography, biography and autobiography. In addition, the library includes a special collection on Sudanese women, development, as well as a special Sudanese collection on administration, agriculture, economics, education statistics, energy, environment, food, health, history, language, law, natural resources, refugees, religion, rural extension, peace, politics, population, poverty, society, water, and women affairs.

Demonstration Farm

Ahfad University has a demonstration farm that was established in 1990 and that is located approximately 23 km to the west of the university campus. It has an area of 50 acres and is supported by an artesian well and an electrical submersible pump. Different modalities of irrigation systems are put in place. It is managed through a technical team and supervised by the member of the faculty in the school of Rural Extension Education and development.

The farm is devoted to assisting in the training of the students of the university, production of medicinal herbs as well as the training of the host and displaced communities in its surrounding.

Documentation Unit for Women's Studies (DUWS)

The Documentation Unit for Women's Studies was established in 1989 as a natural progress of the women's studies at the University. The Unit functions and cooperates with all the University bodies, particularly the Institute of Women, Gender and Development Studies and the El Hafeed Library.

It was established to compliment the role of the library in collecting publications and materials for documenting Sudanese women's studies. It aims at gathering relevant theses, publications and materials and tries to modernize the various means of documentation conducive to coping with the information and communication revolution. Hopefully, it will be a nucleus of a future Documentation Centre.

Human Resources Directorate

Director: Dr. Sumaia El Zein.

Preamble

AUW Human Resources Unit functions to maintain a high-performance workforce and ensure compliance with laws and regulations. It provides the university with structural designs that enable meeting its various needs through managing its most valuable resources

Mission

We apply the best HR practices that allow AUW faculty and staff to contribute to the achievement of the university vision.

Vision

We will be an essential contributor that makes AUW an Employer of Choice for the best and most talented faculty and staff.

Strategies

- Compete for top talent with effective recruitment strategies and efficient recruitment processes.
- Provide satisfactory compensation and benefit programs to attract, develop and retain a highly qualified and diverse workforce.
- Implement performance appraisal system to drive outcome results, recognize high performance among employees, and value employee contributions.
- Implement designed business processes, self-service, improved workflow and common data definitions to replace paper forms and manual processes so that work can be shifted from transactional to strategic priorities.
- Encourage an ethical and respectful work environment that promotes trust, fairness, confidentiality, and accountability.

Admissions

Ahfad University for Women (AUW) is a leading women education institution. It attracts student applicants from all over the world who are eager to achieve academic excellence. It provides opportunities for enrolment in its diverse fields of undergraduate and graduate studies to students regardless of their race, colour, religion, disability, or national origin. The students' body at AUW is multicultural. The University values its strong ties with leading national and international education, research and development institutions, and with its national and international alumni.

General Admission Requirements

To be admitted to AUW, a candidate is required to be admitted via the Central Admissions Office of the Ministry of Higher Education of Sudan Research (MHESR). A candidate should be a holder of Sudan School Certificate, or its equivalent:

- A student should pass in at least seven subjects that must include Arabic Language, English language, Religious studies and Mathematics.
- In addition to the four subjects specified above, a student is expected to meet specific school requirements as follows:
- **School of Psychology and Pre-School Education:** Pass in three subjects out of the following: History, Geography, Biology, Physics, Chemistry, Art, Environmental Studies, Special Arabic, and Additional Mathematics.
- **School of Health Sciences:** Pass in any three of the following subjects: Biology, Chemistry, Physics or Environmental Studies.
- **School of Management Studies:** Pass in three of the following subjects: History, Biology, Chemistry, Physics, Accounting, Costing and Taxation, Environmental Studies, Additional Mathematics, Financial Mathematics, and Commerce & Economics.
- **School of Rural Extension Education and Development:** Pass in three of the following subjects: Biology, Chemistry, Physics, Environmental Studies, Geography, Additional Mathematics and History.
- **School of Medicine:** Pass in Physics, Chemistry and Biology.
- **School of Pharmacy:** Pass in Physics, Chemistry and Biology

Undergraduate Admission Requirements

Since 2014 the Ministry of Higher Education and Scientific Research (MHESR) adopted a central electronic system of application to all universities and higher institutions in Sudan. Applicants can only apply through the website of the Ministry (www.admissions.gov.sd).

The General Directorate of Admissions of the MHESR decides about the start of the application cycles and their deadlines.

The list of students accepted at AUW is sent directly to the AO through a specific link.

Accepted Students

To complete the admission process at AUW, an accepted student should submit to the AO the following documents (a copy of the admission receipt, copy of her secondary school certificate, and copy of the national ID for Sudanese students or a copy of passport for non-Sudanese students).

- Each student pays the application fees at the Finance office only and brings the receipt of payment to the AO to collect the application form.
- The applicant fills the application form and submits it to the admissions office for revision and verification.
- A receipt of the completed application form (in triplicate) will be filled by the AO. One copy will be stapled to the application, the second copy is given to the applicant and the third copy remains in the receipt book. The receipt contains a check list of required documents.
- A student is given with the receipt a notification date to collect letter of acceptance.
- The letter of admission includes the name of the school to which the applicant is admitted, as well as a University Student ID of nine digits generated by the system. The new Student University ID will be used for settling financial issues at the Finance Office, for registration of courses and for other academic transactions at AUW.

Transfer Student Admission

Transfer students from other universities will be admitted according to the rules and regulations of the MHESR. The procedures are as follows:

- Applicants apply to AO, providing the following official documents (transcript attested by MHES and a copy of the letter of resignation from her previous university or college).
- All submitted documents will be sent to Dean of the School applied to, for review, the dean will suggest a proposed academic plan that should be endorsed by the Registrar Office.
- A letter of admission will be given to the student so she can complete all other steps of admission.
- AO will take students documents to the Central Admissions Office at the MHESR to complete the transfer procedure and change status of the transferred student.
- The Office of Admissions will compile the application files of all registered transferred students and send them to the Registrar Office.

Readmission/Reactivation

Students who have left the University for more than two years and have decided to return must submit a readmission request.

- A student applying for readmission should contact the Registrar Office first to get an updated transcript of courses that she needs to take to be eligible for graduation.
- The student submits the letter requesting readmission and the Registrars transcript to AO.
- The AO will check if the Student ID still exists in the SIS and accordingly will issue a letter of Readmission.
- If ID does not exist, the student must fill an application form. A new ID will be generated and a letter of readmission will be given to the student.

- The student takes the letter of admission to Registrar Office to complete her process
- Transfer from one School to another within AUW:
- The student purchases an internal transfer request form, gets the signatures of Deans of both schools and submits the request form to AO.
 - After completing the process of transfer the AO will take all necessary documents to the Central Admissions Office at the MHESR and change status of the student.

Admission Requirements for Mature Students

Admission requirements for mature students are governed by current regulations of the Central Admissions Office, MHESR.

Medical Record

All newly admitted students must fill an entrance medical record form, to be completed by the designated University physician at the Ahfad Family Health Centre (AFHC) before the registration period. Students who report late to AFHC will be charged a late fee.

A medical test clearance slip will be given to the student to take it to Registrar Office and start her registration.

Returning students after the annual holidays are not required to complete any medical forms.

Important changes in the student's medical condition and/or updating immunizations should be reported to the university physician by appointment at the AFHC early in the first semester to update the student's file. All information is kept confidential.

Health Insurance

Health insurance coverage is mandatory for all students during their years of study at AUW. Thus, any student registered for at least 12 credit hours is automatically enrolled under the Health Insurance (HI). However, a student may be exempted from enrolling in HI if she presents proof that she is covered by another healthcare insurance provider.

Students who register at the beginning of the first semester are covered by HI for twelve months, provided they do not graduate, withdraw, or are suspended and/or dropped from the University.

Students are required to pay annual fees for the HI. The fee charges are announced each year by the AUW Services Coordinator's office.

Passports and Visas

Foreign students joining AUW must have passports valid for a period of not less than 13 months from the date of joining the University. They should also secure an entry visa to Sudan from the nearest Sudanese embassy or consulate in their country.

The Office of Student Affairs, in coordination with the Personnel Office, the AO and Registrar Office, will help provide the necessary certificates for registered foreign students to acquire residence permits from the Sudanese authorities.

General University Academic Information

Academic Advisers

Each student has an academic adviser who approves the student's semester schedule and monitors her academic performance. First Year Students are assigned advisers from a group of advisers from the faculty members appointed by the Dean of the respective School. Post first year students are assigned advisers by the Dean of the respective school from the faculty of the School.

Names of advisees and their respective advisers are posted at the beginning of each year, on the First Year Office Boards, the University website, and through the Student Information System (SIS). Both adviser and student are expected to maintain regular meetings. A student may request the Dean of the School to change her academic advisor, if need be.

Attendance

Attendance is mandatory for all classes, laboratories, placements or required fieldwork. Laboratory or fieldwork missed for valid reasons can be compensated whenever it is possible. A student is responsible for the work that is done, and for any announcements that are made during her absence. As part of their academic duties, instructors should upload the attendance of the students at the end of each class to the students' information system where it would be computed automatically. A student who misses 10% of the total contact hours of the course/module will be officially notified in writing. A student who misses more than 20% of the total contact hours of any course/module for valid reasons is withdrawn from the course and receives the grade (W). If the student has no valid reason she receives a failing grade.

Continuous Assessment

If a student misses an announced continuous assessment (test, quiz, practical work or submission of an assignment), she must present a valid excuse within a period of one week. The course instructor may require the student to take a make-up for the missed assessment or submit a substitute assignment as she/he sees suitable and/or possible. Medical reports should be endorsed by the authorized medical officer at the Ahfad Centre. Should there be a question about the validity of any excuse presented by the student, the matter should be referred to the Assistant Dean for Academic Affairs through the academic advisor.

Final Examinations

Final examinations are held at the end of each semester, and end of the summer session. In addition, final examinations are held after each module in Schools that use such a system. A student who is absent for more than 20% of the time allocated for a course or a module is considered withdrawn or failed and has to repeat the course/module. A student who completes 80% or more of the course/module requirements and does not sit for the final examination for valid reasons acceptable to the specific School receives an "Incomplete" grade and should sit for the final examination when first offered. A student who absents herself from a test or

an examination or any evaluated activity without an acceptable reason will be evaluated as a failure in that examination, test or activity.

The School Board in each school is responsible for all academic affairs and all aspects concerning examinations. The School Board appoints an examination committee headed by a senior faculty member. Each instructor submits to the Dean of the School a detailed standardized signed report of her/his course within the date of the course examination. The report should include the grades of the continuous assessment and the final examinations. The School Board and the examiners discuss the results in a joint meeting for final approval of the results of all individual courses/modules. All results should be reported by the Deans to the Registrar's Office within one week from the end of the examination period. For additional information regarding examinations procedures, refer to the Registrar's Office manual.

Categories of Students

Full-Time Students

To be considered full-time, a student must carry a minimum load of 12 cr. per semester except for the Schools of Medicine, Pharmacy and Health Sciences (Physiotherapy Major), where the student can register for a minimum of 18 cr. and a maximum of 24 cr.. For the required number of cr. for summer full-time, refer to the summer session section for each School. The Schools of Medicine and Pharmacy and the Physiotherapy in the School of Health Sciences accept full time students only.

Part-time Students

The category of part-time students is restricted to:

- AUW staff members who are working towards a degree.
- Students who need fewer than 12 cr. to complete the graduation requirements.
- Students who are granted permission by the Dean of School for the following reasons:
 - Health problems
 - Family problems that may influence academic performance of the student
 - Academic sanctions
 - Financial issues.

General Education Requirements

AUW is committed to offering its students a broad undergraduate liberal education that enables them to acquire the analytical skills and habits of life-long learning that they will need to compete successfully in the twenty-first century to become empowered future change agents and leaders. The University Preparatory Program allows students to get acquainted with a variety of course components in order to help them adapt to the curriculum chosen later. The liberal education distribution requirements are intended to expose students to a range of intellectual experiences during their time at AUW. AUW gives its students the opportunity to be exposed to a wide range of knowledge and skills in various fields in and outside their majors.

The general education courses are distributed along the students programs, based on the depth of the course and the skills required to cover it.

University Preparatory Program (UPP)

As part of its philosophy, AUW offers a UPP which aims to bridge the gap between secondary school and university education so that students can start their university education on an easier footing.

All students entering AUW shall attend, complete and pass all components of the (UPP) as detailed by School of Languages. Students in the UPP are subject to the same attendance requirements as all other AUW students.

English Language Component: All students shall sit for a placement test designed and administered by the School of Languages to determine their start level. Upon successfully finishing the UPP English (Building Skills1,2, and Development skills 1,2), a student can register for 100 level courses.

Students who have completed 12 years of general education where English is the medium of instruction shall be exempted from the UPP English Courses. Upon passing the EPT with a 70% minimum grade, they will be asked to register in one of the offered Arabic courses as determined by the Arabic placement test. Students exempted from UPP English will have to take all other credited courses offered at the UPP as outlined below:

Study Skills (STSK 100): This is a 3 cr. course, designed to equip the students with the skills they need to become successful university students.

Computer Skills Component: Students are subjected to a computer skills test and those who do not pass the test are required to develop their skills at one of the AUW approved institutes for computer training.

Talents Development (TALE 100): The Talents Development course is chosen from a basket of electives that consists of five courses all aiming at creating a rounded university student.

- **Journalism and Media:** This course is part of the electives in the Talent Development courses, and it aims at introducing the students to the concepts of journalism and to improve the students' article writing skills.
- **Fine Arts:** This course is part of the electives in the Talent Development courses. This course is designed to give the students general knowledge about color wheel methods and techniques of fine art. It also aims at providing the students with knowledge about the history of ancient art and acquaint them with the different schools of art.
- **Physical Education:** This course is part of the electives in the Talent Development courses. The course combines between the theoretical and practical components of all types of sports. It aims at furnishing the students with the rules and regulations that govern the sports games and engaging them in the practice of sports.
- **Music (Instrumentation & vocals):** This course is part of the electives in the Talent Development courses. This course is aimed at creating rounded students who have the basic skill of reading and appreciating music (local and international). It provides the students with a solid base of the history and development of music in the region and the world. It paves the way for the students to develop their musical skills in any of the two areas, vocals and/or instrumental.
- **Drama:** This course is part of the electives in the Talent Development courses. It provides the students with a background on the development of theater with its diversity and reviews and critiques the locally and internationally performed plays. It also enhances the development of the students' acting skills.

Freshman Year Program: At the Freshman, level all AUW students are expected to take 15 cr. covering (ARAL 101, ENGL 101/102, SUDS 102 and ENVI 101) (Table 1):

ENLL 103 English literature 3 cr.

This course is an introduction to literature through original works of prose fiction, poetry, and drama. It introduces students to the pleasures of reading literature, to the interpretative approaches to literature, and specialized terms that will help them articulate their thoughts and observations about what they read. The course allows students to write and think about literature, thus enhancing their skills and their ability to reason logically and clearly.

PHIL 101 Philosophy 3 cr.

This course aims at introducing the students to wide range knowledge about the development of the Philosophical thoughts and schools which will equip them with the power of critical thinking and analysis. Therefore, the main emphasis of the course will be focusing on the justification, analysis and evaluation of the different Philosophical theories.

Mathematics

MATH 101 Mathematics for Art Track 3 cr.

This course focuses on the study of the basic concepts of mathematics and principles of algebra. The course aims to introduce students to set theory, matrices and determinants, symbolic logic, vectors and Eigen values and solutions of equations.

MATH 102 Mathematics for Science Track (Calculus) 3 cr.

This course covers functions, limits and continuity, differentiation from first principles, rules and application of differentiation, integration with application to area and basic rules of integration.

Natural Science Basket

BIOL 101 Biology 1 for Science Track 3 cr.

This course deals with the basic concepts in biology. It covers the basis of life functions, morphological diversity, classification and principles of evolution and the cell organelles and functions. It also aims at providing students with knowledge about how the cell perpetuates itself, types of body tissues, introduction to embryology and basic genetics and heredity laws.

BIOL 102 Plant Science for Science Track 3 cr

This course covers the basic concepts of plant science. It introduces the students to the diversity of plants, their anatomical and morphological structures and their adaptation to different environmental conditions. It also addresses different physiological processes carried out by plants such as osmosis, diffusion, energy capturing and releasing processes.

BIOL 104 Biology for Art Track 3 cr.

This course is an introduction to the fundamental principles of biology. It covers the basis of life, the structure and function of cells and systems, as well as the general classification and diversity of animals and theory of evolution.

BIOL 106 Plant Science for Art Track 3 cr.

This course is designed to orient the students to the basic concepts of plant science. The students will be provided with the general features of plant parts and plant life cycle. Students will be introduced to aspects of physiological processes and plants adaptation to different environmental conditions.

ENGL 102 English Language I 3 cr.

This is an introductory course in critical reading and writing to enhance student's skills in working with the complex texts and ideas that they will find in their university studies. Students will be introduced to different methods and material of academic writing through in class work and assignments. They are also expected to respond critically to reading material presented to them including literary texts.

SUDS 101 Sudanese Studies 3 cr.

The main aim of this course is to introduce the students to the rich diversity of the country starting from its history, geography and people. The course shall also address the rich ethnographic information, systems of livelihood and how individuals come together to create cohesive collectivism.

ENVI 101 Environmental Studies 3 cr.

This course is a survey of fundamental concepts of environmental science. Topics include the biological and chemical principles that relate to current environmental issues, conservation of plants and animals, energy flow as well as nutrient cycling, basic ecological and technological concerns and advances.

HISR 101 History 3 cr.

This course of the history of the Sudan deals with the development of the country from earliest times until the independence in 1956. It concentrates mainly on the political and social aspects of the Sudanese history and is intended to be an introduction to more detailed studies.

At the **level 300** (3rd year) and **400** (4th year), all students must take 6 cr. of GER courses (Table 1) which include:

WOST 301 Women Studies 2 cr.

The course introduces women and gender studies concepts and feminist debates on gender, women's rights, women's empowerment and women's position in the society at the national and international level. It tackles issues of the history of women's movement against oppression in different contexts. Moreover, women's empowerment concepts, approaches, strategies, accomplishments and constraints are discussed. The course shows the link between gender and women's studies and other social and applied sciences. Feminist research methodology is also introduced. The course aims at enabling students to critically assess women's position in relation to men in the society recognizing aspects of women's disempowerment and gender inequality and know –how to address it. The course makes students gain self-actualization through raising their awareness regarding their positioning in the society.

RUEX 401 Rural Extension 4 cr.

The purpose of this course is to provide the students with knowledge, skills and techniques essential for Extension and Rural Development workers. Special attention is given to basic concepts of development and change, extension, diffusion and adoption as well as communication. The course also gives special consideration to reproductive health issues as well as current problems of rural development.

At **level 400** (4th year), all students of the university must take 3 cr. of research methods (RESM 402). The course gives the theoretical foundations of research methods to help students acquire the needed skills and knowledge to tackle problems in their scientific approach towards knowledge production. Different aspects of research methods, quantitative and qualitative perspectives and tools for doing research are dealt with, and the different steps for conducting social research are explained.

At **level 500** (5th year), all students are expected to conduct a supervised research project (RESP 502) with 6 cr.. The aim of this project is to expose the students to real life practice of inquiry and investigation. It aims at strengthening and tuning the students' analytical and reporting skills. It focuses at instilling concepts, methods and practices of research and inquiry.

Freshman year program

The Freshman Year program aims at creating a leveled environment of education in the university that reduces the disparities between the different general education certificates and programs. It provides programs of general nature that broaden the thinking scope of the students admitted to the different majors and allows them to adjust to the university education.

Students at the freshman level are divided into two main majors: ARTS, which include the students admitted to the School of Psychology and Pre-school Education (PSYC), the School of Management Studies (MNGT) and the School of Rural Extension Education and Development (REED); and the SCIENCES, which include the School of Health Sciences (HLSC), the School of Medicine (MEDI) and the School of Pharmacy (PHAR).

Table 2: Freshman Year Requirements by School.

School	English	Arabic	Humanities	Math	Nat. sciences	Social Sciences	Free electives	Total
HLSC	6	3	3	3	15	3	6	36
MEDI	6	3	3	3	15	3	6	36
PHAR	6	3	3	3	15	3	6	36
MNGT	6	3	3	3	6	6	3	30
PSYC	6	3	3	3	6	6	3	30
REED	6	3	3	3	6	6	3	30

Regular Freshman Year Program

The Freshman Year program requires completion of 30 credits for those in the ARTS track or 36 credits for those in the SCIENCE track.

Freshman Year Credit Load

Freshman Year students are allowed a maximum load of 15 to 18 credits per semester based on the nature of the school they were registered in. English course requirements must be taken as of the first semester.

Students who wish to register for more than 18 credits must petition the Dean of the school for permission to do so. Requests are handled on a case-by-case basis.

Freshman Year required courses

In order to complete the required credits for the Freshman Year, every student must take at least one course in the following areas of study: humanities, mathematics, natural sciences, social sciences, plus departmental requirements that allow her to qualify for a major beginning with the sophomore (second year). See Table 2 for the distribution of these requirements in the various schools.

Transfer Students: transfer students who are admitted to the freshman year or any other higher level should check with their advisers at registration time to ensure that the number of credits and the types of subjects that they need to take during their freshman year are in compliance with the specifications of the Admissions Office (AUW-AO) and the intended school admission requirements.

Freshman Year Courses

Students are recommended to select from the courses in the following list. These courses have been specifically designed for, and are open only to Freshman year students. Students who wish to take courses numbered 200 and above (not listed below) may do so exceptionally with the approval of their advisers. Freshman year level courses listed below are arranged according to the different areas of study:

Humanities basket

ARAB 101, ENGL 101, ENGL 102, ARAB 103A, ARAB 103B, HISR 101, SUDS 101, PHIL 201 and LITR 101.

Mathematics

MATH 101 (for Arts students) and MATH 102 (for Science Track students).

Natural Sciences basket

BIOL 101, BIOL 102, Chemistry 101, Chemistry 102, Physics 101, Physics 102, BIOL 104 and BIOL 106

Social Sciences basket

MORG 101, ECON 101, POED 101, POSC 101, SOCI 101 and PSYC 101.

Electives

Students are allowed to select from any of the baskets above to complete the required credits of the Freshman year; however, the selection should be under the supervision of the academic advisor to assist the student in selecting the appropriate elective that suits her intended major.

Courses Numbered 200 and Above

Some courses numbered 200 and above are allowable for Freshman students. However, these courses are also open to students in higher levels, therefore they may be more competitive than courses offered at the 100 level. Such courses include those that are freshman year requirements (see above) and those that are listed in Table 1.

The university plans to broaden the choices available to students in the general education and in the various majors so as to enforce liberal education and enhance the students' abilities to choose.

Dean's Honor List

To be placed on the dean's honor list at the end of a semester, a student must

- be a full time student with a minimum load of 15 cr.,
- not be on probation,
- have passed all courses and attained a semester average of 85 % and above, and
- not have been subjected to any disciplinary action within the University during her program of study.

Major and Majorless Status

A student is admitted to a major as determined by her respective school according to the set criteria for each major. A student who acquires the criteria for more than one major is allowed to choose the major she wants by the end of the semester as regulated by each school.

A student who is in good academic standing, but has not yet chosen a major or is in the process of selecting a new major, is given the status of major-less. A student who is asked, or opts, to change her status to major-less must communicate this decision to the Registrar's Office through the Dean of the School. A student is not allowed to continue in the major-less status for more than one year.

Table 3: Starting semester for each major

	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7
School of Health Sciences:					
Nutrition and Dietetics		√			
Physiotherapy		√			
Public Health		√			
School of Psychology & Preschool Education					
Early Childhood Education				√	
Counseling and Health Psychology				√	
School of Management Studies					
Management Information Systems				√	
Accounting and Finance					√
Business Administration					√

Academic Integrity

Violation of the University academic regulations is subject to disciplinary action that will vary from failing a course to dismissal from the university (details are available in the Registrar's Office manual). Violations include:

- Cheating during examinations: using non-permissible written, electronic, verbal or non-verbal assistance; unauthorized possession or use of examination or course-related material.
- Plagiarism: Plagiarism includes failing to credit properly ideas or materials taken from sources, and/or putting one's name on a piece of work, or any part of which is not the student's unless

that piece is clearly marked and the work from which it is borrowed is fully cited.

- Collusion: occurs when two or more students work very closely together and submit very similar pieces of work, each claiming that it is all their own work (This does not apply to group projects or group assignment).
- Impersonation: if the student entered the examination room using the university ID of another student; sitting for an evaluation session impersonating another student.

Registration Requirements

Registration at the University Preparatory Program

Before proceeding to registration, new students must ensure that all requirements for registration are met, particularly conditions detailed in the admission letter from the Director of Admissions. These conditions include:

- Evidence of having received the diploma, certificate, degree, or level of university education on the basis of which the student applied and admission was granted.
- Acceptance letter from the admission office.
- The receipt of payment of the fees (registration and tuition).

Registration for the First Year

To register for the First Year, a student must:

- Provide evidence of having passed the English Proficiency Test. Students who did not take Study Skill Development SSDV 101, and Talents Skills Development TSDV 101 in UPP must register for these courses during the Freshman year or Summer session.
- Provide evidence of paying the registration and tuition fees.
- Satisfy the Arabic Language Requirement (ARAL 101) if native language is Arabic; otherwise, if the student has completed her secondary education in a non-Arabic medium system, she must register for the course ARAL 103A: Arabic for Non-Arabic speakers. If the student has completed a Special Arabic in secondary education, she may register for the course ARAL_103B: Special Arabic

Early registration is possible as detailed in the Registrar Office Manual.

Course Schedules after the First Year (Second to Sixth Years)

In preparing their course schedules, students in consultation with their Academic Advisors, should take into consideration that:

- A student who did not take some of the First Year courses must register for these courses during the second year or at the earliest opportunity.
- A student who fails a required course is obliged to repeat the course in the earliest opportunity it is offered including the summer session.
- A student is not allowed to register for a course unless its prerequisites have been met.
- A student who attained a cumulative average of 85 and more can register for extra courses not exceeding 9 credits.

Payment of Fees

All students must finalize registration, including payment of tuition and other charges, by the announced deadlines. For full instructions on payment of fees, see the Tuition Fees section on the rules and regulations for the undergraduate studies in this catalogue.

Courses

Course Loads

A full-time student can carry a minimum load of 12 cr., and a maximum load of 18 cr. per semester, and 6 cr. during the summer session except for the Schools of Medicine and Pharmacy and for students who attained a cumulative average of 85 and more.

A student who wishes to register for more than the allowed load (other than in the School of Medicine), must petition the Dean of her school for permission to do so. Requests are handled on a case-by-case basis.

Repeating Courses (Except for the School of Medicine)

A student who fails a required course must repeat the course at the earliest opportunity. No course may be taken more than three times including withdrawals from the course. When a course is repeated, the highest grade is considered in the calculation of the cumulative average. All course grades remain in the student's permanent record. A student is allowed to repeat a course in which she scored a passing grade to raise her cumulative average.

Withdrawal from Courses

A student, in consultation with her academic advisor can add or drop a course within one week of the start of the semester. A student can withdraw from only one required course per semester. A student who wishes to withdraw from more than one required course in any given semester must petition the Dean of the School for permission. A student can withdraw from elective courses no later than four weeks from the start of the semester.

A student can reduce her course load down to the minimum load required by the school no later than four weeks (two weeks in the summer term) from the start of the semester.

A student is not allowed to reduce the load to the minimum in more than two semesters unless she changes her status to a part-time status or is forced to do so for academic reasons.

A student who withdraws from or is forced to drop a course due to poor attendance without a valid reason receives a grade of F.

A student cannot withdraw, or be withdrawn from a course after the announced deadline, unless approved by the Dean of the School.

A student cannot withdraw from a course at any time without the prior approval of the Dean of the School if this results in the student being registered for fewer than 12 credits.

Grading System

In all the Schools the following grading system is used.

Undergraduate		
Scale	Academic Measure	Letter Grade
80-100	Excellent	A
70-79	Good	B
60-69	Fair	C
50-59	Pass	D
Below 50	Fail	F

ECTS EQUIVALENCE	
AUW GRADE	ECTS
85 or more	A
74 --84	B
63 ---73	C
53---62	D
50 ---52	E
Less than 50	F

Equivalent GPA - Undergraduate			
AVG	GPA	AVG	GPA
Below 50	0.00	65	2.81
50	2.00	66	2.88
51	2.04	67	2.95
52	2.09	68	3.02
53	2.13	69	3.09
54	2.18	70	3.17
55	2.23	71	3.24
56	2.28	72	3.32
57	2.33	73	3.40
58	2.39	74	3.48
59	2.44	75	3.56
60	2.50	76	3.65
61	2.56	77	3.73
62	2.62	78	3.82
63	2.68	79	3.91
64	2.75	80 or better	4.00

All final grades are expressed in multiples of one.

Students' Promotion Rules

A student is not allowed to take a course unless she has already completed the prerequisite course(s) for that particular course. A student is not allowed to start a major unless she successfully meets all the required courses for that particular major and the prescribed criteria by the specific School. A student has to work hard to attain at least pass (50- 59) average each semester to guarantee her promotion and graduation in the scheduled time.

Graduation Classification

The Bachelor Degree is classified according to the weighted cumulative average as follows:

80 and above	Distinction
75 – 79%	Very good
65 – 74%	Good
50 – 64%	Pass

Cumulative average is calculated by summing up marks gained in each course multiplied by the number of cr. and the sum divided by the total number of credits.

To graduate with distinction a student must have:

- Attained a cumulative average of 80 or more in all her academic semesters, including summer courses.
- Be recommended by her school for distinction.

In case of repeated courses, the higher mark will be used for the calculation of cumulative average.

Change of Grade Policy

After grades are posted on the AUW Student Information System, a change of grade is not allowed unless a demonstrable mistake was made in the correction of the final examination or in the calculation of the grade. In such a case, the instructor must complete a Change of Grade form and submit it to the Dean of the School in which the course is offered, with supporting evidence for the mistake warranting the change of grade. After the approval of the Dean the case should be raised to the university Academic council for final approval.

Incompletes

Incomplete course work is reported as an “INC”. Normally, “INC” is followed by a numerical grade reflecting the evaluation of the student available at the end of the semester. This evaluation is based on a grade of zero on all missed work. If the work is not completed within the period specified, the “INC” is dropped and the numerical grade becomes the final grade. A student who receives an incomplete grade for a course must petition the Dean of the School within two weeks from the date of the scheduled final exam of the course for permission to complete the course. Coursework must be completed within one month of the start of the next regular semester.

In exceptional circumstances, the School Board may decide to give the student additional time to complete a course.

Residence Requirements

Transfer from other Universities

A student transferring to AUW from other institutions must attend the last four semesters with a minimum load of 60 cr. and complete the University and School requirements while in residence at AUW.

An AUW student in good academic standing, who did not transfer to AUW from another university, and who wishes to study abroad, may spend up to one year at another university as a regular student. If the student spends more than one year away from AUW she is treated as a transfer student.

Transfer credit is considered after evaluation of a student's course work.

A student must spend her final two semesters at AUW.

Transfer within the University

Transfer of Major within the Schools

A student who wishes to transfer from one major to another in the same school may do so only after completion of at least one full semester of work in her current major and score the minimum semester requirements.

A student must obtain the transfer form from the Registrar's Office.

If the transfer request is approved by the Dean of the School, the transfer becomes effective at the beginning of the following semester. The decision is communicated to the student by the Registrar's office through her academic advisor.

Transfer from one School to another within the University

A student in good academic standing wishing to transfer from one school to another within the University must complete an application form available at the Registrar's Office. The student must satisfy the admission requirements for the intended school. Approval of the concerned Schools is required. The final decision is communicated to the student by the Registrar's Office, through her academic adviser.

Transfer applications should be submitted within the deadlines specified in the University Calendar.

A student, who does not meet the school minimum cr. after being placed on probation, may be advised to transfer to another school. Such student must follow the normal transfer procedure.

Disclosure of Student Records

The University may disclose routine information without prior written consent from the student. This information is of a directory nature and includes only the following items: student's name, degrees received, major field(s) of study, awards received, and participation in officially recognized activities and sports.

The University releases other information, including information from academic records, only

upon written consent from the student. This consent must specify the information that is to be disclosed, state the purpose of the disclosure, and provide the names and addresses of the individuals or institutions to which disclosure is to be made.

The University may disclose information, including information on academic records, without prior written consent of the student in the following cases:

- Upon the request of officers of other educational institutions where the student seeks to enroll (in such cases the student is given, upon her request, a copy of the information sent to the institution)
- As necessary to academic officers, academic advisers, and faculty members within the University
- To parent or guardian of a student.
- In compliance with a judicial order.
- To financial aid services in connection with financial aid for which the student has applied or which the student has received.

Probation

Placement on Academic Probation

A student is placed on academic probation if her cumulative average is less than 50 at the end of any regular semester. The semester in which the student is considered to be 'on probation' is the semester that immediately follows the semester in which the student has earned the grades leading to that placement.

For implementation purposes, the academic standing of a student is represented by two attributes:

(a) This attribute represents the student's current academic status as follows:

- 0: clear status
- 1: student is currently on probation but was not on probation in the immediate preceding regular semester
- 2: student is currently on probation and was on probation in the immediate preceding regular semester

(b) This attribute represents the probation history of a student, i.e. the number of times that the student has been placed on probation.

Removal of Probation

Probation is removed when the student attains a cumulative average of 50 or more. A student is off probation during the semester following the one in which such grades are earned. Probation should be removed within two regular semesters, after the student is placed on probation, or when the student completes her graduation requirements (see Graduation Requirements).

Dismissal, Readmission and Freezing

A student may be dismissed from a school for any of the following reasons:

- If the student's cumulative average is less than 50 at the end of the second regular semester of First Year.
- If the student fails to clear academic probation within two regular semesters, excluding the summer session, after being put on probation.
- If the student is placed on academic probation for a total of four regular semesters.
- If the student is deemed unworthy by the Academic Council to continue for academic plagiarism, cheating cases, professional or ethical reasons.

A student is normally considered for readmission only if, after spending a year at another recognized institution of higher education, the student is able to present a satisfactory record and recommendation. Exceptions may be made for students who left the University for personal or health reasons.

A student who is dismissed from AUW at any stage for academic reasons may be considered for readmission in another School of the University.

Freezing of Studies

Freezing of the studies is not allowed in the first year. A student should apply to the Dean of the School through her academic advisor concerning the withdrawal of her registration and freezing her studies in a period of not more than eight weeks from the start of the semester. A student can freeze four academic semesters as a maximum limit. In case of accepting the application, the student is considered as withdrawn from her registered courses in the specific semester. For resumption of her studies, the student should inform in writing the Dean of the School before restoring her registration.

Graduation

A student is strongly advised to prepare her registration schedules with her adviser to ensure that graduation requirements are fulfilled in the appropriate time frame. Failure to do so may result in the student having to spend one or more additional semesters to complete graduation requirements.

The University offers academic courses culminating in obtaining the Bachelor of Arts (Honors) or Bachelor of Science (Honors) or Bachelor Medicine & Bachelor of Surgery or Bachelor of Pharmacy Degrees, according to the major in which the student is registered.

Table 4: The Bachelor Degrees and their relevant required credits required for graduation by School and major

Degree	Number of C H successfully Completed
BA(Honors) in Psychology (Early Childhood Education, Major)	153
BA (Honors) in Psychology in (Counseling and Health Psychology, Major)	151
BSc (Honors) in Management Studies,(Business Administration Major)	157
BSc (Honors) in Management Studies,(Management Information Systems, Major)	157
BSc (Honors) in Management Studies, (Accounting and Finance Major)	157
BSc (Honors) in Rural Extension, Education and Development	154
Bsc (Honors) in Nutrition and Dietetics	174
BSc (Honors) in Physiotherapy	206
BSc (Honors) in Public Health	157
BSc Pharmacy	193
Bachelor of Medicine and Bachelor of Surgery MB,BS.	243
BA (Honors) in English	151

Names on Diplomas and Degrees

Students' official names on diplomas and degrees are spelled exactly as they appear on the Sudan School Certificate. For a student from outside the Sudan, the name is spelled as written in her passport.

According to the Sudanese Ministry of Higher Education, names of all students should include first name, father's name, third name and fourth name.

Names on AUW diplomas and degrees appear both in Arabic and English.

If a name on a passport or an identity card does not appear in both languages, then the name that does not appear in one language will be spelled on AUW diplomas and degrees according to the personal preference of the student.

Clearance

The Clearance form is available at the Registrar's Office for the following categories of students:

- Graduating students.
- Students leaving the University willingly.
- Students dropped out of the University.

Once a student meets her graduation requirements, she should complete the Clearance form available in the Registrar's Office which includes several offices, departments, and schools. The student should have no pending items and is cleared from all the assigned offices, departments, or schools, included in the checklist. Once the Clearance Officer completes and finalizes the clearance, the student will be eligible to receive her diploma and get back the refundable general deposit.

Students leaving the University willingly and those who are dropped out of the University have to fill in a special form to initiate their clearance.

Graduation Ceremony

Commencement exercises are held at the end of the academic year.

Students who are graduating should in April participate in the commencement exercises. All expected graduates have to fill the graduation form, pay the graduation fees and receive the graduation gowns.

A student who graduates after the ceremony date can apply to be included in the next graduation ceremony.

School of Health Sciences

School of Health Sciences

Officers of the School

Gasim Badri	President of the University
Amna Elsadik Badri	Vice President for Academic Affairs
Rania Mohammed Kheir	Dean
Amal Abdel Gadir Yousif Hashim	Deputy Dean
Somaya Elbeshir Eltayeb Mohamed	Assistant Dean for Administrative Affairs
Nuha Taha Osman Ballal	Assistant Dean for Student Affairs
Babiker Ahmed Badri	Registrar, ex-officio
Abubekr Abdelazim	Director of Admissions, ex-officio
Asia M. Makawi	University Librarian, ex-officio

Faculty List

Ahmed Mohamed Abdelmagid Hassan, PhD, University of Khartoum, 1971, Professor.
 Rania Mohamed Kheir Abdelrahim, PhD, University of London, 2003, Associate Professor; Dean
 Amal Abdel Gadir Yousif Hashim, M.Sc. University of Khartoum, 1997, Lecturer, Deputy Dean
 Somaya Elbeshir Eltayeb Mohamed, M.Sc. Royal Tropical Institute Holland, 1995, Lecturer.
 Assistant Dean for Administrative Affairs
 Nuha Taha Osman Ballal, M.Sc. AUW, 2001, Lecturer, Assistant Dean for Student Affairs
 Abdelhalim Rahama Ahmed Gubara, PhD, Mysore India, 1987, Professor.
 Ahmed Mohamed Ali Ismaeil, PhD, University of Bangor UK, 1975, Professor.
 Bahieldin Ibrahim Magboul Mohamed, PhD, University of London, 1981, Professor.
 Mohamed Zain Ali Elbashir, PhD, University of Reading, 1984, Professor.
 Sidiga AbdelRahim Washi, PhD, Iowa State University, 1992, Professor.
 Yousif Babiker Yousif Adam, MRCOG - FRCOG. Royal College - University of London, 1987, Professor.
 Awad Hassan Mohamed Ahmed, PhD, University of Cambridge, 1977, Associate Professor.
 Nafisa Mohamed Badri, PhD, University of Manchester, 2002, Associate Professor.
 Omeima Salih Mohamed Salih, PhD, University of Putra Malaysia, 2000, Associate Professor.
 Sumaia Mohamed Elsayed Abdoalrahman, PhD,, University of Khartoum, 1992, Associate Professor.
 Ahlam Eltahir Abdel Rahman, MSc, University of Khartoum, 2001, Assistant Professor .
 Huda Ahmed Eltayeb Ahmed, PhD, AUW, 2014, Assistant Professor.
 Eglal Mohyeldin Yaseen Mohamed, M.Sc. AUW, 2004, Lecturer.
 Fatima Abdel Magid Ahmed, M.Sc. AUW, 2003, Lecturer.
 Ghadeir Mubarek Awad Elseed, M.Sc. University of Gezira, 2003, Lecturer.
 Hamza Mudather Ibrahim Alhaggaz, Higher Diploma of Educational Planning, International Institute of Education, France, 1975, Lecturer.
 Hanadi Ibrahim Alkhateim Hussien, Oslo University College for Applied Science, Norway, 2009, Lecturer.
 Hassan Mubarak Abdel Nour, M.Sc. University of Western Cape-South Africa, 2008, Lecturer.
 Ibtihag Awad Abdalla Mahmoud, M.Sc. University of Khartoum, 2003, Lecturer.
 Majdi Mohammed Sabahelzain, M.Sc. University of Medical Science and Technology. Khartoum, 2014, Lecturer.

Mahasin Hamad Hag Elsiddig, M.Sc. University of Gezira, 1998, Lecturer.
Mark Ny Nykango, M.Sc. University of Reading, 1979, Lecturer.
Mayada Faisal Adam Ibrahim, M.Sc. AUW, 2015, Lecturer.
Nuha Kamal Tambal Mahmoud, M.Sc. Oslo University College for Applied Science, Norway, 2009, Lecturer.
Reham Eltigani Ibrahim Nasir, M.Sc. AUW, 2015, Lecturer.
Safaa Osman Elmusharaf Mukhta, M.Sc. AUW, 2004, Lecturer.
Samahir Abu Araki Albakhiet Altayib, Lecturer, Master of physiotherapy (MPT), Rajeev Gandhi University of Health Sciences, India 2015
Sarah Mustafa Alhadi Eisa, Lecturer, MSc in Human Nutrition, AUW, 2006
Sawsan Ahmed Mohamed Balla, M.Sc. AUW, 2008, Lecturer.
Souad AbdelKarim Mohamed Badri, M.ScAUW, 1997, Lecturer.
Suliman Mohamed Alfadil Alsharif, M.Sc. Malaysia, 2009, Lecturer.
Sulafa Abdalgodous Mohammed Elkhatim, M.Sc. AUW, 2008, Lecturer.
Tarig Abdalla Abdel Magid Ahmed, M.Sc. The National Ribat University, 2013, Lecturer.
Tibyan Abdelrahman Mohamed Badr Alhussien, Lecturer, Master of Public Health (MPH) American University Beirut.
Wafa Mohamed Ahmed Albadwi Deab, M.Sc. AUW, 2012, Lecturer.
Walaa Ali Mohamed Ali, M.Sc. Oslo University College for Applied Science, Norway, 2009, Lecturer.
Widad Gamer Hussien Rahma, M.Sc. AUW, 2011, Lecturer.

Historical Background

The School of Health Sciences evolved from the School of Family Sciences, the established School (1966) in Ahfad University College for Women, later promoted to Ahfad University for Women (AUW). The culture of family sciences has been incorporated in the new School of Health Sciences. This aligns the view of expanding to include other applied fields of Health Sciences which are of vital interest to the Sudanese community. However, education in health sciences shares a three-fold interest on international, regional and national levels.

The present School of Health Sciences was launched in 2006, based on the former School of Family Sciences, after four decades of graduating family scientists. The School offers a B.Sc. Honours degree in different disciplines of Health Sciences and offers postgraduate programmes leading to the award of Diploma in Diabetes Education, also M.Sc. in Nutrition and Dietetics and, PhD in the fields of nutrition, dietetics, public health and physiotherapy.

Mission

Provide the necessary environment for excellence in teaching, research, and community services within a multicultural environment and interdisciplinary approach. To generate qualified competent professionals in Human Nutrition and Dietetics, Public Health and Physiotherapy for the wellbeing of individuals, families, and communities.

Vision

Preparing committed women as agents of change capable of enhancing health services that promote the quality of life at national and regional levels.

Academic Programs

The School is presently focusing on implementing four academic programs in the following specializations:

- Nutrition and Dietetics
- Public Health
- Physiotherapy

The enrolled students will get B.Sc. Honours in Health Sciences with different majors. The earmarking of the students will be after the freshman year.

Admission into any major depends on academic performance, available places and student preference.

Graduation Requirements

Disciplines Admission

- It is the student choice to join any discipline (major).
- Each student has to fill and submit the application form with choices during the week of the semester (freshman year).
- The School Vice-Dean for Academic Affairs follows the assortment of the applications and issues the final list of students in each discipline.

Each discipline is governed by school by-laws:

Nutrition & Dietetics Major and Public Health Major

- Student's choice
- Pass all the freshman courses
- Earn at least an average mark ≥ 60 in the following courses:
 - Biology I (BIOL101)
 - Math (MATH102)
 - Chemistry I (CHEM101)
 - Chemistry II (CHEM102)
 - English II (ENGL102)

Physiotherapy

- Student's choice
- Pass all the freshman courses
- Earn an average mark ≥ 70 in the following courses:
 - Biology I (BIOL101)
 - Physics (PHYS101)
 - Chemistry II (CHEM102)
 - English I (ENGL101)

- English II (ENGL102)
- Pass an interview held during the last week of June from each academic year (the average of best 30 students).

Nutrition and Dietetics (N&D) Major

Mission

To provide a developmentally appropriate, comprehensive and evolving program that prepares the nutritionist to pursue a career and/or further studies in the fields of clinical nutrition, community nutrition and health promotion, and food service management using didactic and experiential strategies

Career Opportunities

Graduate students can fill a variety of positions in:

- Hospitals and other health settings
- Public health agencies
- Health or wellness centres
- Nursing homes
- Diet centres
- Food service industries
- Health associations
- Day care centres
- Health and fitness clubs
- University faculty, clinical educators or researchers
- Programs such as WIC (Women, Infants, and Children), ENP (Elderly Nutrition Programs), Head Start, and public nutrition awareness and education
- Community-based primary health care projects
- Private practice.

Curriculum

Semester 1		
Code	Course Title	Credits
ENGL 101	Eng. Language I	3
BIOL 101	Biology I	3
PHYS 101	Physics	3
CHEM 101	Chemistry I	3
PSYC 101	Psychology	3
SUDS 101	Sudanese Studies	3
Total		18

Semester 2		
Code	Course Title	Credits
ENGL 102	Eng. Language II	3
ARAL 101	Arabic Language	3
BIOL 102	Biology II	3
CHEM 102	Chemistry II	3
MATH 102	Mathematics	3
ENVI 101	Environmental studies	3
Total		18

Semester 3		
Code	Course Title	Credits
ENGL 201	English Language III	3
BIOC 201	Biochemistry I	3
HPHY 201	Human Physiology I	3
MICB 201	Microbiology	3
HUAN 203	Functional Anatomy	3
Total		15

Semester 4		
Code	Course Title	Credits
ENGL 202	English Language IV	3
BIOC 202	Biochemistry II	3
HPHY 202	Human physiology II	2
NUTR 202	Introduction to Human Nutrition	2
DIET 301	Basic Principles of Dietetics	2
Total		12

Semester 5		
Code	Course Title	Credits
NUTR 301	Nutrition Assessment and Surveillance	3
FOOD 301	Food Science	3
GENE 301	Genetics	2
IMMU 302	Immunology	2
WOST 301	Women Studies	2
BIOS 201	Biostatistics	3
Total		15

Semester 6		
Code	Course Title	Credits
FOOD 404	Functional Foods	2
FOOD 303	Primary Nutritional Disease	2
NUTR 302	Nutrition during Human Life Cycle	2
NUTR 408	Sociocultural aspects of Food and Nutrition	2

Semester 6		
Code	Course Title	Credits
FOOD 407	Food Safety	3
FOOD 302	Fundamentals of Food Preparation	3
GDWD 302	Gender & Development	2
Total		16

Semester 7		
Code	Course Title	Credits
DIET 401	Diet Therapy I	3
PHAR 401	Pharmacology	2
RUEX 401	Rural Extension	4
NEPI 401	Nutritional Epidemiology	2
	Elective	2
FOOD 401	Food Service Management I	3
NUTR 401	Food and Nutrition Policy Planning	2
Total		18

Semester 8		
Code	Course Title	Credits
DIET 402	Diet Therapy II	3
RESM 401	Research Methods	3
FOOD 402	Food Service Management II	3
DIET 404	Dietetics Education & Counseling	2
IBEM 402	Inborn Errors of Metabolism	2
FOOD 403	Food Analysis	3
NUTR 406	Nutrition in Emergency	2
Total		18

Semester 9		
Code	Course Title	Credits
DIET 503	Special Topics in Nutritional & Dietetics	1
DIET 501	Internship I	14
COMM 401	Community Nutrition	2
Total		17

Semester 10		
Code	Course Title	Credits
RESP 502	Research Project	6
CARR 502	Career Guide	1
DIET 502	Internship II	14
Total		21

Elective Courses		
Code	Course Title	Credits
NUTR 407	Management of Nutrition Program	2
NUTR 502	Management and Leadership in Nutrition	2
NUTR 403	Nutrition in sport and Athletes	2

Total credit Hours for Nutrition and Dietetics major= 168 Cr. Hrs. +6 Cr. Hrs. (UPP)

Public Health (PH) Major

Mission

To generate an optimum mass of public health officers capable of promoting the health of the community in Sudan and the region.

Career Opportunities

Graduate students can fill a variety of positions in:

- Government bodies: FMOH, SMOH
- UN Agencies
- Non- Governmental Organizations.
- Public Health Regulatory Systems: e.g. Localities
- Educational Institutes
- Research institutes

Curriculum

Semester 1		
Code	Course Title	Credits
ENGL 101	Eng. Language I	3
BIOL 101	Biology I	3
PHYS 101	Physics	3
CHEM 101	Chemistry I	3
PSYC 101	Psychology	3
SUDS 101	Sudanese Studies	3
Total		18

Semester 2		
Code	Course Title	Credits
ENGL 102	Eng. Language II	3
ARAL 101	Arabic Language	3
BIOL 102	Biology II	3
CHEM 102	Chemistry II	3
MATH 102	Mathematics	3

Semester 2		
Code	Course Title	Credits
ENVI 101	Environmental studies	3
Total		18

Semester 3		
Code	Course Title	Credits
ENGL 201	English Language III	3
BIOC 201	Biochemistry I	3
HPHY 201	Human Physiology I	3
MICB 201	Microbiology	3
POPU 301	Population Studies	2
Total		14

Semester 4		
Code	Course Title	Credits
ENGL 202	English Language IV	3
BIOC 202	Biochemistry II	3
HPHY 202	Human physiology II	2
NUTR 202	Introduction to Human Nutrition	2
PARA 202	Parasitology	3
FOOD 301B	Food Science	2
Total		15

Semester 5		
Code	Course Title	Credits
COMM 301	Community Development	2
BIOS 201	Biostatistics	3
ENHL301	Environmental Health	3
POPU301	Population studies	2
HEAL301	Reproductive Health	2
HEAL303	Fundamentals of Public Health	2
WOST301	Women Studies	2
Total		16

Semester 6		
Code	Course Title	Credits
NUTR 302	Nutrition during Human Life Cycle	2
FOOD 304	Food Microbiology	3
HEAL 302	Child Development and Health	2
HEAL 306	Principles of Health Education and Promotion	2
GDWD 302	Gender & Development Studies	2
HEAL 305	Primary Health Care	3
WASN 302	Water and Sanitation	3
Total		17

Semester 7		
Code	Course Title	Credits
MEEN 401	Medical Entomology	3
CNCD 401	Communicable and Non Communicable diseases	3
HEAL 405	Occupational Health	2
HEAL 406	Health Information System	3
EPID 401	Epidemiology	3
RUEX 401	Rural Extension	4
Total		18

Semester 8		
Code	Course Title	Credits
HEAL 402	Communication and counseling in health Setting	2
RESM 401	Research Methods	3
HEAL 404	Sociology of Health and Illness	2
VECO 402	Vector Control	3
HEAL 408	Health Economics and Health Care Finance	2
HEAL 403	Public Health ethics and Laws	2
FOOD 407	Food Safety	3
Total		17

Semester 9		
Code	Course Title	Credits
HEAL 501	Health Policy & Planning	2
HEAL 503	Public Health during Emergency	2
	Elective	2
HEAL 506	Special Topics in Global Health and Development	1
Total		7

Semester 10		
Code	Course Title	Credits
RESP 502	Research Project	6
CARR 502	Career Guide	1
HEAL 504	Attachment	4
Total		11

Elective Courses		
Code	Course Title	Credits
EPID 501	Advanced Epidemiology	2
HEAL 505	Designing and evaluation of Health Education Program	2
HEAL 507	Management and Leadership of Health Program	2
FOOD 403	Food Analysis	2
FOOD 401	Food Services Management	2

Total credit Hours for Public Health= 151 Cr. Hrs. +6 Cr. Hrs. (UPP)

Physiotherapy (PT) Major

Mission

To graduate competent, reflective and analytical physiotherapists who are able to work professionally in a wide range of physiotherapeutic fields and advocate for the health and wellness needs of the society.

Career opportunities

Graduate students can fill a variety of positions in:

- Hospitals
- Schools and institutions for people with special needs
- Sports injury clinics
- Rehabilitation centres
- Prosthesis and orthotics services.
- Community-based primary Health Care Projects
- Universities as lecturers, clinical educators or researchers
- Private practice

Curriculum

Semester 1		
Code	Course Title	Credits
ENGL 101	Eng. Language I	3
BIOL 101	Biology I	3
PHYS 101	Physics	3
CHEM 101	Chemistry I	3
PSYC 101	Psychology	3
SUDS 101	Sudanese Studies	3
Total		18

Semester 2		
Code	Course Title	Credits
ENGL 102	Eng. Language II	3
ARAL 101	Arabic Language	3
BIOL 102	Biology II	3
CHEM 102	Chemistry II	3
MATH 102	Mathematics	3
ENVI 101	Environmental studies	3
Total		18

Semester 3		
Code	Course Title	Credits
ENGL 201	Eng. Language	3
BIOC 203	Biochemistry	3
PHYS 201	Physiology	4
ANAT 205	Anatomy	6
PSYC 201	Child development	2
BIOM 304	Biomechanics	2
Total		20

Semester 4		
Code	Course Title	Credits
ANAT 202	Functional Anatomy	2
PHTH 202	Physiotherapy : assessment and evaluation	6
INHD 202	Introduction to Human disorders	2
PHTH 204	Physiotherapy : orthopedics and traumatology	6
ORTR 202	Orthopedics and traumatology	2
PLAC 204	Placement (Normal movement)	1
PLAC 202	Placement (orthopedics and traumatology)	3
Total		22

Semester 5		
Code	Course Title	Credits
FUBE 301	Fundamentals of Biostatistics and epidemiology	2
PEDI 301	Pediatrics	2
PHTH 301	Physiotherapy: Pediatrics	6
AMPR 301	Amputation and prosthesis	1
PSYC 301	Children with Special Needs	2
PHTH 303	Physiotherapy: amputation and Prosthesis	3
PLAC 301	Placement (Pediatrics)	3
PLAC 302	Placement (Amputation and prosthesis)	3
Total		22

Semester 6		
Code	Course Title	Credits
PHTH 302	Physiotherapy : Neurological Disorders	6
NEUR 302	Neurology	2
PHTH 304	Physiotherapy :Heart and lung diseases	4
PHAR 302	Pharmacology	2
HELU 302	Heart & Lung diseases	2
PHTH 306	Internal Medicine	2
PHTH 308	Therapeutic Exercises	4
PSYC 302	Abnormal psychology	2
Total		24

Semester 7		
Code	Course Title	Credits
GDWD 301	Women Studies	2
RUEX 401	Rural extension	4
FAID 401	Fundamental of Nursing and aid	2
PHTH 401	Physiotherapy: Community Based Rehab (CBR, Com Medicine)	4
PHTH 403	Physiotherapy: Health Promotion and Prevention work	3
RESM 401	Research methods	3
PLAC 401	Placement (Neurology, Rheumatology heart and lung, [ICU])	6
Total		24

Semester 8		
Code	Course Title	Credits
PMGT 402	Pain Management	2
ETLA 402	Ethics and Laws	3
PSYC 402	Counseling skills	2
GDWD 302	Gender and development	2
GYOB 402	Gynecology and Obstetrics	2
HSMG 402	Health Services Management	2
EBPR 402	Evidence Based Practice	1
PHTH 402	Physiotherapy: Women's Health	2
PLAC 402	Placement (CBR and HPPW) Community Based rehabilitation and Health Prevention and Promotion Work	2
PLAC 404	Placement (Women Health)	4
Total		22

Ninth Semester 9		
Code	Course Title	Credits
PLAC 501	Physiotherapy Practice	3
OCTH 501	Occupational Therapy	2
NDTH 501	Nutrition and Diet Therapy	2
PHTH 501	Physiotherapy: Geriatrics	2
PHTH 503	Physiotherapy: Sport	3
ELTH 501	Electrotherapy	3
Total		15

Semester 10		
Code	Course Title	Credits
RESP 502	Research Project	6
CARR 502	Career Guide	1
PLAC 502	Placement (Physiotherapy Practice)	8
Total		15

Total credit Hours for Physiotherapy major= 200 Cr. Hrs. +6 Cr. Hrs. (UPP)

Course Descriptions

ENGL 201 English Language III (N&DT, PH, PT) 3 cr.
This course offers practice in different techniques of reading, inferring meanings of new words and word formation, writing short paragraphs and developing essays; it includes short and long reading passages and exercises in comprehension. *Prerequisite: ENGL 102.*

BIOC 201 Biochemistry I (N&DT, PH) 3 cr.
This course provides knowledge about structures and functions of carbohydrates, lipids, amino acids, proteins, enzymes and nucleic acids, and vitamins sources, in addition to functions and deficiency diseases. *Prerequisite: CHEM 102.*

HPHY 201 Human Physiology I (N&DT, PH) 3 cr.
This course provides knowledge about cell membrane physiology and body fluids, blood, excitable tissues, cardiovascular system and nervous system. *Prerequisite: BIOL 101.*

BIOS 201 Biostatistics(N&DT, PH) 3 cr.
This course introduces basic concepts and principles of statistics and applications to problems relevant to students' fields of study. *Prerequisite: MATH 102.*

MICB 201 Microbiology (N&DT, PH) 3 cr.
This course covers developments, microbial groups, morphology, physiology, reproduction, nutrition, genetics, distribution and importance. Practical lessons cover isolations, examination and testing physiological, biochemical characteristics and antimicrobial reactions. *Prerequisites: BIOL 101 and BIOL 102.*

ENGL 202 English Language IV (N&DT, PH) 3 cr.
This course guides to analysis of language, covers grammatical systems, develops skills of reading, writing, speaking and listening in integrative way, and reading passages related to different fields. *Prerequisite: ENGL 201.*

PARA 202 Parasitology (PH) 3 cr.
This course provides basic knowledge of parasitic agents of local and regional human diseases and epidemiology awareness, for prevention and control at individual and community levels. *Prerequisite: BIOL 101*

BIOC 202 **Biochemistry II (N&DT, PH)** **3 cr.**
This course illustrates degradation and biosynthesis of biochemical compounds within animal and human tissues, movement of metabolites and calculation of produced and consumed energy through different pathways. *Prerequisite: BIOC 201.*

HPHY 202 **Human Physiology II (N&DT, PH)** **2 cr.**
This course provides knowledge about endocrinology, digestive, respiratory, urinary and reproductive systems. *Prerequisite: HPHY 201.*

NUTR 202 **Introduction to Human Nutrition (N&DT, PH)** **2 cr.**
This course explains relationship of nutrition and human body, includes dietary sources, intake levels, biological determinants of nutrient requirements, energy balance, measurements of body composition, use of food tables, exchange lists and nutrition pyramid in diet planning and evaluation. *Corequisite: BIOC 201.*

HUAN 203 **Functional Anatomy (N&DT)** **3 cr.**
This course describes fundamentals of human anatomical structure of major body systems, emphasizing form-function relationships; practical lessons involve human skeletal collections, dissection of cadavers and preserved specimens. *Prerequisite: BIOL 101.*

NUTR 301 **Nutrition Assessment and Surveillance (N&DT)** **3 cr.**
This course introduces techniques and interpretations of nutrition assessment parameters for nutritional status, requirements for interventions/applications in health and disease, theories and practices of surveillance supported by examples from Sudan and the developing world. *Prerequisites: NUTR 202 and BIOC 202.*

DIET 301 **Basic Principles of Dietetics (N&DT)** **2 cr.**
This course presents overview of the profession, career options, developments, professional organizations, code of ethics, standards of practice, values, creativity, and an introduction to legislative processes and issues. *Prerequisite: None.*

FOOD 301B **Food Science (PH)** **2 cr.**
This course explains roles of biology, chemistry and physical sciences for the study of food production, processing, preparation, microbial spoilage, deterioration, preservation, and management. *Prerequisite: BIOC 201.*

FOOD 301 **Food Science (N&DT)** **3 cr.**
It is the discipline in which biology, physical science, and food chemistry are used to study the nature, chemical changes, and the different preservation methods which influence the quality of the food. *Prerequisites: NUTR 202 and FOOD 202.*

GENE 301 **Genetics (N&DT)** **2 cr.**
This course presents principles of heredity at organism, cellular and molecular levels and discusses functions of chromosomes, genes and genetic material with emphasis on eukaryotic gene structure and expression, and some human heritable diseases as examples. *Prerequisite: HPHY 202.*

RUEX 401 **Rural Extension (N&DT, PH, PT)** **4 cr.**

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- WOST 301 Women Studies (N&DT, PH, PT) 2 cr.**
See University required courses.
- HEAL 301 Reproductive Health (PH) 2 cr.**
This course provides basic knowledge on female and male reproductive systems, reproduction, and common abnormalities and diseases, to understand social impact of reproductive health services, programs and policies. *Prerequisite: HPHY 202.*
- COMM 301 Community Development (PH) 2 cr.**
This course describes theories and approaches in community development and explains indicators of developed and developing countries (North and South).
- POPU 301 Population Studies (PH) 2 cr.**
This course introduces population studies, demography, population dynamics, growth, fertility, mortality, migration, economic development and related topics of urbanization and international migrations.
- HEAL 303 Fundamentals of Public Health PH) 2 cr.**
This course introduces key terms and concepts of public health science and practices, contrasts individualized and population approaches of health and disease, and evolution of modern approaches to public health.
- FOOD 303 Primary Nutritional Disease (N&DT) 2 cr.**
Basic types of malnutrition, Protein energy malnutrition and starvation, Obesity, Micronutrient deficiencies. *Prerequisite: NUTR 202.*
- NUTR 302 Nutrition during Human Life Cycle (N&DT, PH) 2 cr.**
This course explores nutrition across lifespan from biological and psychosocial perspectives, impact on preconception, pregnancy, lactation, infancy, childhood, adolescence, adulthood, and ageing, normal growth, recommended dietary allowances, deficiencies and health problems. Seminars presented by students. *Prerequisite: NUTR 202.*
- FOOD 302 Fundamentals of Food Preparation (N&DT) 3 cr.**
This course covers basic principles of food preparation and latest standards of quality control, involving theoretical and practical sessions. *Prerequisite: FOOD 301.*
- FOOD 304 Food Microbiology (PH) 3 cr.**
This course provides knowledge about microbial growth requirements, food spoilage, preservation methods, microbial food production, fermentations, food-borne diseases, legislation and strategies for control. *Prerequisite: MICB 201.*
- FOOD 407 Food Safety (N&DT, PH) 3 cr.**
This course covers aspects of food sanitation and hygiene, including introduction to hygiene, food handling, vending, processing, factory water reuse, food safety - contamination routes and control measures. *Prerequisite: MICB 201.*

HEAL 302 Child Development and Health (PH) 2 cr.

This course provides knowledge on child development and health from conception to late adolescence with emphasis on illness, immunization, postnatal screening, infant feeding, effects of social environment, accidents, child abuse and disabilities. *Prerequisite: HEAL 301.*

WOST 302 Gender and Development (N&DT, PH, PT) 2 cr.

Prerequisite: WOST 301.

IMMU 302 Immunology (N&DT) 2 cr.

This course explores fundamental principles of immunity system and clinical applications of immunology. *Coprerequisites: MICB 201 and HPHY 202.*

WASN 302 Water and Sanitation (PH) 3 cr.

This course highlights health risks due to lack of safe drinking water, disease transmission due to poor sanitation and hygiene practices, emphasizing interventions for improving water, sanitation and hygiene practices to reduce disease transmission. *Prerequisites: MICB 201 and ENHL 301.*

HEAL 306 Principles of Health Education and Promotion (PH) 2 cr.

This course covers methods for health promotion, for individual and community by explaining health determinants, ideologies and theories of health promotion, history, politics, ethics, community development, public policy, behaviour, change, communication risks, planning and interventions evaluation. *Prerequisite: HEAL 303.*

ENHL 301 Environmental Health (PH) 3 cr.

It constitutes a set of policy, regulatory, advocacy and market-based mechanisms which transform human behaviour to achieve society's goals for the environment. *Prerequisite: ENVI 101.*

DIET 401 Diet Therapy I (N&DT) 3 cr.

This course provides knowledge, skills and techniques of planning nutritional care for specific patients with certain health problems, and importance of diet in the treatment focusing on theoretical aspects of nutritional care, aetiology, symptoms and nature of diseases. *Prerequisites: NUTR 302, FOOD 302, DIET 202 and NUTR 301.*

PHAR 401 Pharmacology (N&DT) 2 cr.

This course covers roles of nutrition and pharmacology in improvements of patients' treatments, using both approaches. *Prerequisite: IMMU 302.*

EPID 401 Epidemiology (PH) 3 cr.

This course introduces basics of descriptive and analytic epidemiology, key concepts on classification of disease, principles of inference, definitions of incidence and prevalence, use of rates, rate adjustment, outbreak investigation, design, cohort studies, case-control, and experimental, surveillance and screening. *Prerequisite: BIOS 201.*

NEPI 401 Nutritional Epidemiology (N&DT) 2 cr.

The course will provide students with the key components of epidemiology and its applications generally and in nutrition particularly. It will focus mainly on the collection, analysis, and

interpretation of data on dietary intake and nutritional status of diverse population groups. It emphasizes critical evaluation of dietary assessment methods. *Prerequisites: BIOS 201 and NUTR 301.*

MEEN 401 Medical Entomology (PH) 3 cr.

The role of arthropods as vectors of pathogens, or as parasites, causing disease in humans and animals. The principals involved will be illustrated with examples from selected diseases. The interaction of host and parasite and the dynamic nature of the epidemiologic system will be stressed. *Prerequisite: PARA 202.*

FOOD 401 Food Service Management I (N&DT) 3 cr.

This course introduces principles of effective resources management in design and administration of food service facilities, application of managerial processes of food delivery in a variety of settings, food preparation and high quality customer service. *Prerequisite: FOOD 302.*

HEAL 305 Primary Health Care (PH) 3 cr.

This course provides knowledge about primary health care within primary health program in low income settings, philosophy, history, principles and practice of primary health care in developing countries. *Prerequisite: HEAL 303.*

CNCD 401 Communicable and Non-Communicable Diseases (PH) 3 cr.

This course focuses on common communicable diseases through food and vector-borne diseases, or by direct contact, immunizing, sexually transmitted infections and zoonotic diseases, prevention, and control, also covers non-communicable diseases (NCD): cardiovascular diseases, diabetes, cancer, obesity and nutritional diseases. *Prerequisites: HEAL 303 and WASN 302.*

HEAL 403 Public Health Ethics, Laws (PH) 2 cr.

This course describes coherent, understanding of relationships between public health laws, ethics and human rights as important features, and issues in respective fields related to theory and practice of public health. *Prerequisite: HEAL 303.*

VECO 402 Vector Control (PH) 3 cr.

This course describes principles and practices of vector management, emphasizing arthropod pests affecting humans, effective use of today's vector control tools and development of novel methods of targeting vectors. *Prerequisite: MEEN 401.*

HEAL 405 Occupational Health (PH) 2 cr.

This course highlights history of occupational health, exposure to disease and occupational health hazards, focusing on legal and regulatory issues in provision of occupational health services and work place health improvement. *Prerequisite: ENVI 101.*

NUTR 407 Management of Nutrition Program (N&DT) 2 cr.

This course describes implementation, monitoring and evaluation of nutrition programs in broader contexts, and impact to improve life quality. *Coprerequisites: NUTR 302 and NUTR 405.*

- HEAL 406 Health Management Information System (PH) 3 cr.**
This course provides an overview of management of information system in health care settings, presenting review of information management value and role of information technology in provision of high quality care and decision making. *Prerequisite: HEAL 401.*
- HEAL 408 Health Economics and Health Care Finance (PH) 2 cr.**
This course introduces models and concepts in health economics with a view to benefit health care cost containment, looking at experiences employed by western countries and socialist regimes in cost-containment of high health care prices, citing Chinese model of low costs effective programs.
- NUTR 408 Sociocultural Aspects of Food and Nutrition (N&DT) 2 cr.**
This course explains influence of socio-cultural determinants: economic, structure, product value, habits and other factors of individuals' nutrition.
- NUTR 401 Food Nutrition Policy and Planning 2 cr.**
This course applies relevant policy-making theory and practice to the area of food and nutrition. It uses qualitative and quantitative information to assess nutrition problems.
- COMM 401 Community Nutrition (N&DT) 3 cr.**
This course expands on the basics of nutrition courses with special emphasis on community nutrition and the nutrition needs of the population. It explores the role, function, and principles necessary for the professional effectiveness of a community nutritionist; principles of program planning and educational theory. *Prerequisites: NUTR 302 and NUTR 406.*
- NUTR 406 Nutrition in Emergency (N&DT) 2 cr.**
This course describes disasters in the world and Sudan, refugees and displaced in developing world, and public health interventions, emergency food polices, feeding programs, food as a right for refugees and displaced, role of scientists, agencies and governments in food assistance. *Prerequisites: NUTR 302 and FOOD 303.*
- DIET 503 Special Topics in Nutrition & Dietetics (N&DT) 1 cr.**
This course provides opportunity to integrate knowledge of clinical and community dietetics and management principles through public speaking, writing, organizational and problem-solving skills, to perform, supervise, manage and participate in activities completed by entry-level dietitians. *Prerequisite: all subjects from semester 1 to semester 8.*
- DIET 501 Internship I and II (N&DT) 28 cr.**
& DIET 502
Students practice eight months on food services, in hospitals and community affiliations, an internship of eight contact hrs/day for four days/week (32 hrs/week), a full-time program beginning July, ending in March each academic year. *Prerequisite: all subjects from semester 1 to semester 8.*
- HEAL 501 Health Policy and Planning (PH) 2 cr.**
This course provides an overview about three major issues in health care: first, health policy principles and practices in Sudan, second, planning health care basics, cycles and results, and third, on management of public health practitioners. *Prerequisites: HEAL 406 and HEAL 408.*

PSYC 301 Children with Special Needs (PT) 2 cr.

This course explains disabilities and impairments related to children needing special care and educational requirements, emphasizing physiotherapist role. *Prerequisite: PSYC 201.*

PEDI 301 Pediatrics (PT) 2 cr.

This course offers basic understanding of pediatric diseases and conditions requiring physiotherapy as part of management plan. *Prerequisite: PHYS 201.*

PHTH 301 Physiotherapy: Pediatrics (PT) 6 cr.

This course presents knowledge about development of functional skills and musculoskeletal structures, diseases and body function, physical therapy management, limitations, including neurologic and other conditions. *Prerequisite: PHTH 202, Coprerequisite: PEDI 301.*

AMPR 301 Amputation and Prosthesis (PT) 2 cr.

This course explains medical theory behind causes, types and assessment of amputation surgeries and physiological status of amputees. *Prerequisite: PHTH 202.*

PHTH 303 Physiotherapy: Amputation and Prosthesis (PT) 3 cr.

This course describes accidents and trauma that might require removing limbs or parts of limbs; it provides experience to put on elastic bandage, prosthesis or orthosis to extremity, restore gait, locomotion, and balance. *Prerequisite: PHTH 202, Coprerequisite: AMPR 301.*

PLAC 301 Placement: Pediatrics (PT) 6 cr.

This course supervises placement at community care, outpatient facilities, rehabilitation institutions focusing on physiotherapy in pediatrics for three weeks and extra three weeks focusing on physiotherapy for amputees, carrying out relevant practical physiotherapeutic tasks. *Prerequisite: PHTH 202, Coprerequisite: PHTH 301.*

PLAC 301 Placement: Amputation and Prostheses (PT) 6 cr.

Clinical placement focusing on amputation physiotherapy, amputee care and relevant prosthetics and orthotics, *Coprerequisite: AMPR 301.*

NEUR 302 Neurology (PT) 2 cr.

This course offers basic knowledge on patho-physiological mechanisms affecting Central and Peripheral Nervous System in relationship to rehabilitative process, to acquire basic clinical and instrumental neurological semeiotics for planning and evaluating physiotherapy treatment of neurological patients. *Prerequisite: PHYS 201.*

PHTH 302 Physiotherapy: Neurological Disorders (PT) 6 cr.

This course is designed to develop skills in analysis and management of movement disorders, including theories of motor control and neuroplasticity to develop skills in clinical reasoning, promotes knowledge of neurological conditions enabling flexible, holistic rehabilitation. *Prerequisite: PHTH 202, Coprerequisite: NEUR 302.*

HELU 302 Heart and Lung Diseases (PT) 2 cr.

This course is designed to help acquire basic concepts of cardiovascular diseases more relevant to Physiotherapy, and investigates diagnostic processes to individuate when dealing with heart and lung diseases to plan the rehabilitative treatment. *Prerequisite: PHYS 201.*

PHTH 304 Physiotherapy: Heart and Lung Diseases (PT) 4 cr.

This course provides an introduction to assessment and treatment of cardiovascular and respiratory problems to develop problem solving and evidenced based approach, enabling effective clinical reasoning, to integrate, apply and evaluate both specific and generic physiotherapeutic skills of assessment and management. Prerequisite: PHTH 202, *Coprerequisite: HELU 302.*

PHTH 306 Internal Medicine (PT) 2 cr.

This course provides introduction to assessment and treatment of rheumatologic diseases to develop problem solving and evidenced based approach, giving fundamental knowledge of general and specialist medicine to plan adequately rehabilitative interventions for different diseases. *Prerequisites: INHD 202 and PHYS 201.*

PHTH 308 Therapeutic Exercises (PT) 4 cr.

This course offers practical courses for different types of exercises, and experience to train and instruct, choosing beneficial exercise levels for patients, learn changing exercises, evaluate quality of exercise programs and plan for progression. *Prerequisites: PHTH 202, ANAT 205 and PHYS 201.*

PHAR 302 Pharmacology (PT) 2 cr.

This course offers basic knowledge for understanding different drug treatments, related to physiotherapy, providing information about common drugs for rehabilitation, such as pain-killers, anti-inflammatory and anti-spastic. *Prerequisite: BIOC 203 and INHD 202.*

PSYC 302 Abnormal Psychology (PT) 2 cr.

Explores historical views and current perspectives of abnormal behaviour, emphasizing major diagnostic categories and criteria, individual and social factors of maladaptive behaviour, adjustment, anxiety and personality disorders.

FAID 401 Fundamental of Nursing Aid (PT) (1-1) 2 cr.

This course provides the skills necessary to give care in the case of an emergency, to help sustain life and minimize the consequences of injury or sudden illness encountered during a physiotherapy patient session. *Coprerequisite: PHYS 201.*

PHTH 401 Physiotherapy: Community Based Rehabilitation (PT) 4 cr.

This course emphasizes principles of Primary Health Care to orientate towards provision of “global” Health Care, promotion, disease prevention, rehabilitation through community action, for people with disabilities and families under CBR, to ensure benefits. *Coprerequisite: INHD 202.*

PHTH 403 Physiotherapy: Health Promotion and Prevention Work (PT) 6 cr.

This course covers approaches in health promotion practice, addressing individuals and community, describing structural health determinants and practice settings-based for health promotion, planning and interventions, focusing on physical activity to obtain goal. *Co- Prerequisite: PHTH 202.*

PLAC 401 **Placement: Physiotherapy in Neurology, Heart and Lung, and Rheumatology (PT)** **6 cr.**

This course offers full-time supervised placement at hospitals and rehabilitation units with access to neurology, heart/lung and rheumatologic patients, for practicing assessment, interventions and evaluation of treatments. *Prerequisites: NEUR 302, PHTH 302, PHTH 304, PHTH 306 and HELU 302.*

PMGT 402 **Pain Management (PT)** **3 cr.**

This course helps to understand interdependent relationships between biological, psychological and social phenomena of pain, implications for physiotherapy in pain management, emphasizing basic concepts to assess theoretical rationale in designing physiotherapy interventions. *Prerequisites: PHYS 201, INHD 202 and PHTH 202.*

ETLA 402 **Ethics and Laws for Physiotherapy (PT)** **3 cr.**

This course offers the opportunity to appreciate the National Health and Judicial System governing medical practice, by learning the professional code of conduct in order to maintain high degree of excellent service to uphold Physiotherapy as a Profession.

PSYC 402 **Counselling Skills (PT)** **2 cr.**

This course provides techniques and skills, focusing on core conditions towards client, with right approach and skills, and demonstrating and practicing acquired knowledge in form of role plays and exercises in group work.

GYOB 402 **Gynaecology and Obstetrics (PT)** **2 cr.**

This course helps acquiring basic concepts of common gynaecological and obstetric pathologies, urological disorders and changes of pregnancy. *Coprerequisite: PHYS 201.*

HSMG 402 **Health Services Management (PT)** **2 cr.**

This course helps thinking critically about fundamental issues of health services, new concepts and practices in healthcare management, drawing attention for important issues, as strategic planning, evaluation, information management, and quality control.

EBPR 402 **Evidence Based Practice (PT)** **1 cr.**

This course provides basic theoretical and practical knowledge about evidence-based practice in clinical settings and research on EBP skills for clinical placement. *Prerequisite: RESM 401.*

PHTH 402 **Physiotherapy: Women's Health (PT)** **4 cr.**

This course introduces role of physical therapists in women's health, specifically obstetrics and gynaecology and health promotion for assessment and treatment techniques, applying evidence and context based practice when implementing effective treatments. *Coprerequisite: GYOB 402.*

PLAC 402 **Placement: Physiotherapy in Community Based rehabilitation and Health Prevention and Promotion Work (PT)** **4 cr.**

This course offers supervised a 2-week placement project at a given community to use physiotherapy as prevention and health-promotion, to enhance equal participation and accessibility for all groups in society. *Prerequisites: PHTH 401 and PHTH 403.*

PLAC 404 Placement: Physiotherapy and Women's Health (PT) 8 cr.
This course offers supervised a four-week placement at hospitals, community-care services and outpatient facilities focusing on women's health. *Coperequisite: PHTH 402.*

OCTH 501 Occupational Therapy (PT) 3 cr.
This course offers basic knowledge of occupational therapist practice with emphasis on work risk factors, showing skills of occupational therapists in various fields for successful intervention with patients of impaired functional activities. *Prerequisites: PHTH 202 and PHTH 403.*

PHTP 501 Physiotherapy Practice (Comprehensive exam) (PT) 1 cr.
The exam aims to assess and evaluate students' knowledge in basic sciences and physiotherapy skills. *Prerequisite: all PHTH courses.*

NDTH 501 Nutrition and Diet Therapy (PT) 3 cr.
This course introduces certain problems in health and diet role in treatment, focusing on theoretical aspects of nutritional care process, disease, symptoms and nature, and acquaints students with nutritional care needed by patients. *Prerequisite: BIOC 203.*

PHTH 501 Physiotherapy: Geriatrics (PT) 3 cr.
This course presents a comprehensive overview of geriatric exercise principles, including differential diagnosis, practice patterns pertaining geriatric syndromes responding to therapeutic exercise programs by examination and evaluation procedures applicable for treating without referral for each area of physical therapy. *Prerequisite: PHTH 202.*

PHTH 503 Physiotherapy: Sport (PT) 3 cr.
This course introduces a scientifically-based clinical approach to treating athletes, based on the concept that sporting activities require a state of readiness, which requires a basic level of fitness to perform at highest levels of musculoskeletal and neuromuscular activities. *Prerequisite: PHTH 202.*

PLAC 502 Placement: Physiotherapy Practice (PT) 16 cr.
This course upgrades student to independent physiotherapists, using problem-solving in reasoning- implement, evaluate and document intervention/treatment. *Prerequisite: PHTP 501.*

Elective courses:

NUTR 407 Management of Nutrition Program (N&DT) 2 cr
The implementation, monitoring and evaluation of nutrition program in its broader development context and its impact on the society to raise the quality of well being of individuals and how they are improving the quality of life.

NUTR 403 Nutrition for Fitness and Athletes (N&DT) 2 cr
This course is designed to develop an understanding of special nutritional needs for participants in regular physical activity of individual and team sports, focusing on metabolism of exercises and role of diet in athletic performance. *Prerequisites: NUTR 301 and NUTR 302.*

NUTR 502 Management and Leadership in Nutrition (N&DT) 2 cr.

This course offers skills, styles and qualities of leadership for successful impact in nutrition field, providing conceptual and analytical skills, for administrative, ethical and professional leadership in nutrition and health care. *Prerequisite: NUTR 501.*

**School of
Psychology
and Pre-School
Education**

School of Psychology and Pre-School Education

Gasim Badri	President of the University
Amna Elsadik Badri	Vice President for Academic Affairs
Alia Badri	Dean
Nuha Elsadig	Assistant Dean for Students' Affairs
Fathia Mohammed Nour	Assistant Dean for Administrative Affairs
Babiker Ahmed Badri	Registrar, ex-officio
Abubekr Abdelazim	Director of Admissions, ex-officio
Asia M. Makawi	University Librarian, ex-officio

Faculty List

Alia Badri, PhD, Maastricht University, 2013, Assistant Professor, Dean.
 Fathia Mohammed Nour Ibrahim, PhD, Institute of Arab Researches and Studies, 2008, Assistant Professor; Assistant Dean for Administrative Affairs.
 Nuha El Sadiq, PhD, University of Khartoum, 2010, Assistant Professor; Assistant Dean for Students' Affairs.
 Abdel Moniem Abdel Karim Badri, PhD, University of California, 1982, Professor.
 Abdel Razag Al-Faki, MD, University of London, 1970, Professor.
 Gasim Badri, PhD, University of California, 1978, Professor.
 Malik Badri, PhD, Leicester University, 1961, Professor.
 Mohamad Mustafa El Khateeb, PhD, University of Bath, 1984, Professor
 Shams Eldin Zein Elabdeen, PhD, University of Indiana, 1983, Professor.
 Alawia Ibrahim FaragElbla, PhD, University of Khartoum, 2001, Associate Professor.
 Amaal Jabralla, MD Consultant Psychiatrist, 1999, Associate Professor.
 Haram Elsadig Badri, PhD, University of Khartoum, 2001, Associate Professor.
 NagmEldin Al-Yamany, PhD, University of Birmingham, 1984, Associate Professor.
 Souad Mousa Ahmed Bakheit, PhD, University of Khartoum, 2001, Associate Professor.
 Taj ELSirDoleeb, MA, American University of Beirut, 1969, Associate Professor
 Amani Awad Hamid, PhD, University of Khartoum, 2014, Assistant Professor.
 Hwiada Mohmoud Abu Baker, PhD, University of Vienna, 2001, Assistant Professor.
 Nagla Bab Elkheir Ibrahim Taha, PhD, University of Western Cape, 2013, Assistant Professor.
 Muna Abdelrahman Mohammed, PhD. The National Ribat University, 2014, Assistant Professor
 Shahla Mohammed El Hassan El Tayeb, PhD, Masstrucht University, 2011, Assistant Professor
 Aisha AlBaloola, MSc, Ahfad University for Women, 2011, Lecturer.
 Alia Hassan Karar, MA, University of Bristol, 1997, Lecturer.
 Ala Eldin ElgizouliNaeim, MSc, Moscow State Academy of Fine Art, 1985, Lecturer.
 Azza Bakar, MA, University of Khartoum, 2008, Lecturer.
 Badri Saad Salih, MSc., University, 2015, Lecturer
 Eman E-Isadig Mustafa, MSc, University of Khartoum, 2002, Lecturer.
 Enas Fathi, MSc, Ahfad University for Women, 2014, Lecturer.
 Hussien Osman Shami, BA and Teaching Diploma, American University of Beirut, 1966, Lecturer.
 Iman Farah, MSc, Ahfad University for Women, 2015, Lecturer.
 Maali Quarashi, MSc, Ahfad University for Women, 2013, Lecturer.
 Maysa ElSheikh, MSc, Ahfad University for Women, 2013, Lecturer.
 Marwa Ibrahim Ali, MSc., AUW, 2015, Lecturer

Nana Abdel Mageed, MA, University of Khartoum, 2002, Lecturer.
Obeid Yousif Obeid Abdelnour, M.Ed., Bayero University, 1994, Lecturer.
Sulima Ishaq Sharif, MSc, Ahfad University for Women, 2012, Lecturer.
Shayma MohBashier, MSc, Ahfad University for Women, 2011, Lecturer.

Historical Background

The School of Psychology & Pre-School Education is the second eldest school at Ahfad University for Women, established in 1967 as the first dedicated college/school in psychology. Since its establishment, the school has graduated 34 promotions with more than 3400 graduates. In 1993, the School introduced 'Counseling and Health Psychology' (CHP) as a sub-specialization with the already existing Pre-school Education program, now known as 'Early Childhood Education' (ECE).

The School awards its graduates a Bachelor of Arts degree (BA) with honors upon successful completion of either CHP or ECE option, making the School of Psychology & Pre-School Education a pioneer in the theoretical and practical study in the realms of Counselling, Health Psychology, and early childhood education as a specialized department of higher education in the Sudan.

Additionally, the School runs three Master's degree programs; Counseling and Health Psychology (MACHP), Trauma and Community Counseling (MATCC), and Masters in Arts in International and Multicultural Education Development (MAMIED).

The School of Psychology & Pre-School Education has several link programs with national and international institutes and universities, involving exchange and faculty at joint research.

Mission

To enhance the learning and research in psychology enabling students to be professionals in the field of counselling and health psychology and early childhood education on an individual, group and community level within a wide and varied range of interdisciplinary fields.

Vision

To position itself at the heart of national and regional psychological teaching, research, and community engagement, SoP envisions to expand strategically its course offerings to undergraduate and graduate programs, activities and structures enabling all students to acquire the knowledge and skill-based understanding, focusing on diverse and multicultural settings.

Undergraduate Program

The School operates on a semester-based system with a total of 10 semesters (143 credit hours). In the first 5 semesters, all students cover both university and school requirements including a variety of courses in psychology, sociology, education and research methods. By semester 6, the individual student chooses between two options as their sub-speciality, ECE or CHP. Upon successful completion, the student will be awarded a Bachelor of Arts Degree with Honors.

Specializations offered in the School

The Early Childhood Education (ECE)

The ECE option provides foundation and framework of early childhood programs, historical roots, program models, curriculum development, assessments, and key issues relating to early childhood education, teacher's roles and parents' involvement. This specialization is considered a pioneer higher educational field in Sudanese universities.

The Counselling and Health Psychology (CHP)

The CHP option offers a comprehensive and diverse spectrum of theories of psychological adjustment to life stresses, a solid foundation in theoretical knowledge regarding mental and health disorders, counselling and guidance in schools, therapeutic and counselling techniques and skills as well as clinical psychotherapeutic practicum and school counselling internships. This option too is currently not offered at any other Sudanese universities.

Requirements for Admission

See University Requirements

Requirements for Graduation

The curriculum of the school is designed in a spiral-approach where students are expected to follow theoretical, training, and practical courses according to level. It is very important that students not skip these Prerequisite courses. Each option has 68 credits; for a student to proceed to either ECE or CHP options, she must take and **PASS** the following Prerequisite courses:

- Principles of Psychology 201
- Developmental Psychology 201
- Educational Psychology 202
- Theories of Personality 301
- Special Education 301

In addition to taking the above Prerequisite courses, the student must successfully complete the study of 143 credit hours including fulfilling her practical training requirements in the following areas related to her option:

- Early Childhood Centres (ECE Option)
- Basic Schools (ECE Option)
- Institutes for children with special needs (ECE Option)
- Centres for the care of patients with chronic diseases (CHP Option)
- Mental Health hospitals (CHP Option)
- Basic and Secondary schools (CHP Option)
- Rural Extension Fieldtrips (ECE & CHP Options)

School Program of Study

In the first 5 semesters, all students cover both university and school requirements.

Semester 1		
Code	Course Title	Credits
MATH 101	Math	3
ARAL 101	Arabic Language	3
ENGL 101	English Language	3
PSYC 101/ SOCI 101/ PHIL 101	Social Sciences (Psychology/Sociology/Philosophy)	3
ENVI 101	Environmental Studies	3
Total		15

Semester 2		
Code	Course Title	Credits
ENGL 102	English Language	3
SUDS 102	Sudanese Studies	3
BIOL 104/ZEOL 102	Natural Sciences (Biology/Zoology)	3
PSYC 102/ SOCI 102	Social Sciences (Psychology/Sociology)	3
HISR 102/LITR 102	Humanities (History/Literature)	3
Total		15

Semester 3		
Code	Course Title	Credits
PRPS 201	Principle of Psychology	3
PSPH 201	Psychophysiology	2+1
DEPS 201	Developmental Psychology	3
TEME 201	Teaching Methods	3
ENGL 201	English Language	3
Total		15

Semester 4		
Code	Course Title	Credits
SOPS 202	Social Psychology	3
STAT 202	Introduction to Statistics	2+1
EDUC 202	Educational Psychology	3
COGN 202	Cognitive Psychology	3
ENGL 202	English Language	3
Total		15

Semester 5		
Code	Course Title	Credits
THPR 301	Theories of Personality	3
TEST 301	Psychological Testing	2+2
SPED 301	Special Education	2+1
ABNO 301	Abnormal Psychology I	3
WOST 301	Women Studies	2
Total		15

Early Childhood Education (ECE)

Required Courses

Semester 6		
Code	Course Title	Credits
HIED 302	History of Education	2
GUCO 302	Introduction to Guidance & Counselling	3+1
PLAY 302	Play in ECE	2
ASST 302	Assessment in ECE	3
HIDE 302	History & Development Of ECE	3
GENR 302	Gender and Development	2
Total		16

Semester 7		
Code	Course Title	Credits
RUEX 401	Rural Extension	4
CHAR 401	Children Art & Literature	1+1
PADV 401	Patterns of Atypical Development	1+2
MGCB 401	Monitoring and Guiding Children Behaviour	1+2
EDMP 401	Educational Material Production	1+1
CRDV 401	Curriculum Development In ECE & Practicum	1+1
RESM 401	Research Methods	3
Total		19

Semester 8		
Code	Course Title	Credits
CHTH 402	Child Theatre	3
MULT 402	Multimedia in ECE	1+2
LGDV 402	Language Development	3
RDDA 402	Research Design and Data Analysis	2+1
PECS 402	Practical in Special Education in ECE	3
Total		15

Semester 9		
Code	Course Title	Credits
INTR 501	Internship in ECE	6
MGRC 501	Management in Early Childhood Programs	3
Total		9

Semester 10		
Code	Course Title	Credits
INTR 502	Internship in ECE	6
RESP 502	Research Project	6
CDEV 502	Career Development	1
Total		13

*Total credit Hours for Early Childhood Education Specialization = 147 Cr. Hrs. +6 Cr. Hrs. (UPP)

Counseling and Health Psychology (CHP)

Required Courses

Semester 6		
Code	Course Title	Credits
ADJU 302	Psychology of Adjustment	3
GUCO 302	Introduction to Guidance & Counseling	3+1
ABNO 302	Abnormal Psychology II	3
PSDY 302	Psychodynamic Counseling	3
GENR 302	Gender and Development	2
Total		15

Semester 7		
Code	Course Title	Credits
RUEX 401	Rural Extension	4
COSK 401	Counselling Skills	2
GRCO 401	Group Counselling	1+1
ICOP 401	Individual Counselling Practicum	2
CPTA 401	Cognitive Behavioural Assessment & Therapy	2
RESM 401	Research Methods	3
Total		15

Semester 8		
Code	Course Title	Credits
SCCO 402	School Counselling	3
MRFC 402	Marriage & Family Counselling	2
HETH 402	Health Psychology	3

Semester 8		
Code	Course Title	Credits
CHIV 402	Counselling for HIV/AIDS	3
MUCT 402	Multicultural Counselling	2
RDDA 402	Research Design & Data Analysis	2
Total		15

Semester 9		
Code	Course Title	Credits
INCI 501	Intervention with Chronic Illnesses	3
CLPS 501	Clinical Psychopathology	3
SCPR 501	School Counselling Practicum	4
Total		10

Semester 10		
Code	Course Title	Credits
SPTP 502	Supervised Psychotherapeutic Practicum	6
HSMG 502	Health Services Management	2
CDEV 502	Career Development	1
RESP 502	Research Project	6
Total		15

*Total credit Hours for Counseling and Health Psychology Specialization = 145 Cr. Hrs. +6 Cr. Hrs. (UPP)

Course Descriptions

PRPS 201 Principles of Psychology 3 cr.
This course provides the fundamental principles and concepts of understanding human behavior, including emotions, motivate, types of personality, components of intelligence, the different states of awareness, and normal and abnormal behavior.

PSPH 201 Psychophysiology 2+1 cr.
This course introduces second year psychology students to the basic functions of the nervous, endocrine, limbic, and sensory systems.

DEPS 201 Developmental Psychology 3 cr.
This course provides a comprehensive study of the developmental stages of children from conception through early adolescence, including physical, emotional, social and cognitive aspects.

TEME 201 Teaching Methods 3 cr.
This course provides an overall but comprehensive study of the teaching/learning paradigm. This includes the main facts about planning, implementing and assessing instructional activities and gaining confidence in exercising professional judgment through reflective practice.

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- ENGL 201** **English Language** **3 cr.**
See University required courses.
- STAT 202** **Introduction to Statistics** **3 cr.**
This course provides an overall but comprehensive study of statistics including the main facts about collecting and describing data, introducing probability, estimation and evaluation statistics.
- EDUC 202** **Educational Psychology** **3 cr.**
This course is designed to promote understanding of the principles that effects the learning process, and the learning environment. This course emphasizes the application of developmental and learning theory to the skills needed in classroom settings.
- COGN 202** **Cognitive Psychology** **2 cr.**
This course provides an in-depth exploration of human cognition, focusing on both classic and current issues. The study of cognition relies heavily on experimental research designed to test models and theories of course processes, and will explore both behavioral and neuropsychological approaches to data and theory.
- SOPS 202** **Social Psychology** **3 cr.**
The course provides an in-depth investigation into understanding the nature and the causes of the individual's behavior in social situations. This will include the study of people's thoughts feelings and actions in relation to one another. As well as understanding the determinants, attributes and motives for the group.
- ENGL 202** **English Language** **3 cr.**
See University required courses.
- THPR 301** **Theories of Personality** **3 cr.**
This course is designed to provide coverage of the theoretical foundations and theorists' positions in explaining human behavior emphasizing aspects of personality, motives and the organization of our behavior and mental life. *Prerequisite: PRPS 201.*
- TEST 301** **Psychological Testing** **2+2 cr.**
This course provides a historical overview and contemporary outlook into the aims, nature and applications of psychological testing, including gaining the necessary knowledge, skills, requirements, conditions, and designs of the most used psychological tests.
- SPED 301** **Special Education** **2+1 cr.**
This course provides students with the basic concepts of special education in terms of types of disabilities, special education program, and identifying and assessing exceptional children.
- WOST 301** **Women Studies** **2 cr.**
See University required courses
- HIED 302** **History of Education ECE** **2 cr.**
This course introduces the different historical educational systems and their developments that may aid the planning of the present and future.

GUCO 302 Introduction to Guidance and Counselling 3+1 cr.

This course covers the basic definitions, principles, and goals of guidance in different professional areas, and the theories behind the techniques used. Students will be more acquainted with the ethical implications of this helping profession.

PLAY 302 Play in ECE 2 cr.

This course highlights the relationship between play, development and learning during early childhood. Emphasis is on understanding the nature of play, the role of the adult and the environment in facilitating play in early childhood education. Special emphasis is on organizing play activities as curriculum components and as assessment tools in the ECE classroom.

ASST 302 Assessment in ECE 3 cr.

This course is designed to provide a basic understanding of measurement principles and assessment techniques relevant to ECE. Both formal and informal assessment techniques are addressed as a functional part of the ECE process, as well as the meaning of information gained through assessment and evaluation and how to use that information for specifying educational objects.

HIDE 302 History and Development of ECE 3 cr.

This course introduces the different philosophical views, theoretical approaches, and practical application to childhood education, children's guidance and behaviour control.

GNDV 302 Gender and Development 2 cr.

See University required courses.

ADJU 302 Psychology of Adjustment CHP 2 cr.

This course involves the theoretical and empirical bases in the study adaptation to situations, models of stress, theories of human nature, psychological disorders, and treatment modalities as well as specific applied focuses on work, relationships, sexuality, social influence, gender roles.

GUCO 302 Introduction to Guidance and Counselling 3 cr.

This course covers the basic definitions, principles, and goals of guidance in different professional areas, and the theories behind the techniques used. Students will be more acquainted with the ethical implications of this helping profession. *Prerequisites: THPR 302.*

ABNO 302 Abnormal Psychology I 1 3 cr.

This course explores historical views and current perspectives of abnormal and maladaptive behaviours. Major depression and generalized anxiety onset will be the emphasis of this course as well as other anxiety and stress-based disorders.

PSDY 302 Psychodynamic Counselling 3 cr.

This course is designed to provide the theoretical foundations of contemporary psychodynamic assessment, psychotherapy, and counselling. *Prerequisites: THPR 302.*

GNDV 302 Gender and Development 2 cr.

See University required courses.

- MRFC 402** **Marriage and Family Counselling** **2 cr.**
This course will focus on the fundamentals of marriage and family counselling, emphasizing families and couples in intimate relationships, systems of interaction between family members, and unconscious interpersonal conflicts. The course emphasizes family relationships as an important factor in psychological health.
- HETH 402** **Health Psychology** **3 cr.**
This course provides an overview of current theory and research linking psychosocial factors to health and disease. It looks at the contribution of psychological theories, principles, and techniques to the promotion of health and the prevention of health-related problems.
- CHIV 402** **Counselling for HIV/AIDS** **3 cr.**
This course addresses issues of providing HIV testing and specific counselling skills and techniques. It provides students with knowledge and attitude training on relating with HIV/AIDS clients as they explore their related coping issues such as stigma and isolation.
- MUCT 402** **Multicultural Counselling** **2 cr.**
The course is designed to investigate important issues in cross-cultural counselling, including ethnic, racial, and cultural minority differences, barriers to effective cross-cultural counselling, communication and counselling styles.
- INTR 501** **Internship in ECE** **6 cr.**
The students will be responsible for both the administrative and the academic aspects of the ECDC/AUW under the supervision of the ECDC staff. Students will be trained in report writing, problem solving, and efficient feedback. This is done through individual observations and weekly group discussions. *Prerequisites: HIDE 302; PLAY 302; HIED 302*
- MGRC 501** **Management in Early Childhood Programs** **3 cr.**
The course focus on informing students about the administrative techniques and characteristic abilities needed to director and promote an early childhood development centre.
- INCI 501** **Intervention with Chronic Illness** **3 cr.**
This course looks into counselling skills specifically needed with chronically ill individuals. Theoretical and conceptual frameworks for viewing chronic illness in the context of individual and family development will be discussed. Examples of multi-level interventions for selected chronic illnesses. Developmental, psychosocial, and cognitive factors related to illness self-management will be highlighted.
- CLPS 501** **Clinical Psychopathology** **3 cr.**
The course is mainly based on the relation of the two disciplines of psychiatry and clinical psychology. The course introduces the important medico-psychological concepts and terminologies and applies the principles of clinical psychology for case management.
- SCPR 501** **School Counselling Practicum** **4 cr.**
This internship enables the students to apply their knowledge of school and adolescents counselling in real settings within primary and secondary schools. Students are required to apply issues related to group counselling, counselling children and teens that address the physical, social and psychological changes and stressors. *Prerequisite: SCCO402.*

INTR 502 Internship in ECE 6 cr.

Students will spend three days, weekly, in ECDC/AUW. The students will be responsible for both the administrative and the academic aspects of the centre under the supervision of the ECDC staff. In other words they become the staff of the centre. Students will be trained in report writing, problem solving and meaning of immediate and efficient feedback. This is done through daily basis through individual observations and weekly group discussions. *Prerequisites MGCB401; CRDV401.*

RESP 502 Research Project 6 cr.

See University required courses.

SPTP 502 Supervised Psychotherapeutic Practicum 6 cr.

This course provides an opportunity for students to put psychological theory into practice, in a real world environment setting under close supervision. Students are distributed to the four main mental health units in Khartoum state; a report about the performance of each student is required from the supervisor and should be submitted to the coordinator of the program. *Prerequisite: CLPS 501.*

HSMG 502 Health Services Management 2 cr.

The content of the course teaches students to think critically about issues which are fundamental to the role of the health services manager in the changing healthcare environment. It looks at the background of healthcare, and explores the new concepts and practice in healthcare management, such as consumer participation, strategic planning and evaluation, information management, and quality control.

CDEV 502 Career Development 1 cr.

See University required courses.

School of Management Studies

School of Management Studies

Officers of the School

Gasim Badri	President of the University
Amna Elsadik Badri	Vice President for Academic Affairs
Sara Elsir Mohamed Ahmed	Dean of School
Arwa Salah Abdelkarim Gubara	Deputy Dean
Butheina Elkhair El Shafie	Assistant Dean for Students' Affairs
Nagwa Tawfig Hashim	Assistant Dean for Administrative Affairs
Babiker Ahmed Badri	Registrar, ex-officio
Abubekr Abdelazim	Director of Admissions, ex-officio
Asia M. Makawi	University Librarian, ex-officio

Faculty List

Ahmed Hassan El Jack, PhD, University of California, Los Angeles, U.S.A., 1969, Professor.
 Amna El Sadig Badri, PhD, University of Khartoum, 1987, Professor.
 El Tahir Omer Khalid Medani, PhD, University of Khartoum, 2005, Associate Professor.
 Fatima Abdelkareem Mohamed Badri, PhD, University of Liverpool, 1991, Associate Professor.
 Madani Adam Madani PhD, University of Khartoum, 1999, Associate Professor.
 Sumaia Mohamed El Zein Ahmed Badawi, PhD, University of Khartoum, 2002, Associate Professor.
 Widad Ali A/Rahman, PhD, Ahfad University for Women, 2006, Associate Professor.
 Amel Hassan Mohamed Kheir, PhD., Ahfad University for Women (2016). Assistant Professor.
 Elsamani Mohamed EltiganiHanoon, PhD, Sudan University of Sciences & Technology, 2009, Assistant Professor.
 MunaHadad Babiker, PhD, University of Khartoum, 2005, Assistant Professor.
 Saad Ibrahim ElGadiSaad, PhD, University of Khartoum 2001, Assistant Professor.
 Sara Elsir Mohamed Ahmed, PhD, Computer Sciences, Sudan University for Sciences & Technology 2015, Assistant Professor.
 Yassir Abbas Saeed Abbas, PhD, Economics, University of Khartoum, 2004, Assistant Professor.
 Abdelhamed Mahmoud Ali Elhassan, MSc. Gezira University, 2005, Lecturer.
 Alaa Faisal Abdalla, MSc. TQM, Joardan University, 2010, Lecturer.
 Amel Abdalla Merghani Mohamed Ali, MSc, University of Science and Technology, 2008, Lecturer.
 Arwa Salah Abdelkarim Gubara, MSc., University of Khartoum, 2005, Lecturer.
 Fayhaa Mohamed El NourBabiker, MSc., Computer Sciences, Elneileen University 2015, Lecturer.
 Ghada Elkhair Hashim Elhag MBA. AUW, 2014, Lecturer.
 Khansaa Abdelwahab El-Amass Gendeel, M Sc., University of Khartoum, 2007, Lecturer.
 Maha Hassan Musa Magboul, MBA. AUW, 2014, Lecturer.
 Majdi Mahmood Ahmed Esmail, M.Sc. University of science and Technology 2016 lecturer.
 Manal Taha El Amin Elshaib, MBA AUW, 2010, Lecturer.
 Mohamed Saeed Osman Mahjob, M.Sc. University of Khartoum 2009 lecturer.
 Najwa Tawfig Hashim, MBA, Bayero University, 1994, Lecturer.
 Rwida Babiker Hassan Matar, MBA, AUW (2011); Lecturer.
 Sara Gabriel ShowkaWani, M.A. University for Peace, Costa-Rica, 2009, Lecturer.
 Selma Omer Abdelmageed Adam, MSc, University of Cape Town, 2015, Lecturer.

Faculty on Study Leave for PhD

Amira Kamil Ibrahim Kamil, MSc., University of Khartoum (2005); Lecturer.
Amjad Atta Abdelmajeed, MSc, University of Science and Technology, 2013, Lecturer.
Ayat Elabbas Mustafa Elagali, MBA University of Khartoum, 2013, Lecturer.
Ayman NagmEldin Yamani Sadig, MSc, West Minister University London, 2011, Lecturer.
Azza Babiker Mohamed Ali, MBA. AUW (2008); Lecturer.
Bedour El Sadig Mohamed El Hilo Musa, MBA, AUW (2008); Lecturer.
Eitedal Gibreel Ali Gibreel, MBA Sikkim Manipal University, 2010, Lecturer.
Minas AbdelmuttalibElamin Mohamed, MBA, AUW (2010), Lecturer.
MunaYousif Mustafa Salama, MBA, AUW (2009), Lecturer.
Nahla Elsheikh Mugdad Hagoug, MBA, AUW (2009), Lecturer.
Nadra Amir Elsawi Mohamed Abdel Magid, MBA, AUW (2008), Lecturer.
Nazar AbdelHadi Elmoonah Ali, MBA, Sudan University of Sciences and Technology, 2010, Lecturer.
Nuha Hassan El MubasherEltayeb, MBA, University of Khartoum (2008), Lecturer.
Rania MedaniElsayedMedani, MBA, AUW (2011), Lecturer.
Samah Moawia Mohamed Amin Sherfi, MBA, AUW (2008), Lecturer.

Vision

To become an international, well-recognized management school, known for excellence in education, research, and community development.

Mission

SMS is committed to provide up-to-date, analytical and career-oriented academic programs; offer superb teaching and research environment to students and faculty and; strengthen the public engagement programs of the University so as to provide purposeful, entrepreneurial, and innovative talents.

Guiding Principles

- Excellence in education, research and Professional management
- Integrity
- Appreciating diversity
- Partnerships and collaboration
- Civic Engagement

Strategic Directives

- Market the distinctions of the school
- Maintain contemporary and high quality academic programs
- Promote scientific research
- Provide professional development and career progress support to faculty and staff
- Build a dynamic school-students-alumni network
- Contribute to key civic engagement agenda of AUW

Historical Background

The school of Management Studies (previously known as the School of Organizational Management) was established in 1977 and awards students a diploma after completion of four years of studies. In 1984 the school started awarding the bachelor degree. In 1991, a five-year program in management studies began in which students are awarded a bachelor degree with honor in one of the following three specializations:

- Business Administration.
- Office Management.
- Accounting and Finance.

In 2005, a new specialization (Management Information Systems - MIS) was introduced to replace Office Management specialization. Then, in 2015, the University Academic Board passed three concentrations under the Business Administration Specialization, as follows:

- Human Resource Management
- Marketing Management
- Procurement and Supply Chain Management

Admission Requirements

Refer to the Admissions section of the catalogue

Graduation Requirements

For graduation with a bachelor of Management Studies (BS.C – Honor) degree in Business Administration – Accounting and Finance and Management Information Systems major, the student should successfully complete the study of 150 Credit Hours.

Curriculum

Common Courses

Semester 1		
Code	Course Title	Credits
ENGL101	English Language I	3
MORG 101	Management of Organizations	3
MATH 101	Mathematics	3
ENVI 101	Environmental Studies	3
ARAL 101	Arabic Language	3
Total		15

Semester 2		
Code	Course Title	Credits
ENGL 102	English Language II	3
ICOM 102	Introduction to Computer	3
SOCI 101	Introduction to Sociology	3
SUDS 102	Sudanese Studies	3
Natural Sciences (3 electives):	Biology 104, Biology 106, Physics 102	3
Total		15

Semester 3		
Code	Course Title	Credits
PMGT 203	Principles of Management	3
MECO 201	Micro - economics	3
ORGB 201	Organizational Behavior	3
PACC 201	Principles of Accounting	3
BENG 201	Business English I	3
Total		15

Semester 4		
Code	Course Title	Credits
MGIS 202	Management Information Systems	3
MECO 202	Macro - economics	3
HRMG 202	Human Resource Management	3
FACC 202	Financial Accounting	3
BENG 202	Business English II	3
Total		15

Semester 5		
Code	Course Title	Credits
FMRM 301	Fundamentals of Marketing Management	3
FINM 303	Financial Management	3
BUSS 301	Business Statistics	3
FPSM 301	Fundamentals of Procurement and Supply Chain Management	3
BLAW 303	Business Law	3
Total		15

BENG 202 Business English II 3 cr.

This course aims at mastering the language required for the study of business. The course is designed to provide the student with the necessary competencies of reading writing and comprehending the business documents in addition to developing the student's skills in communicating a comprehensible and coherent business presentation. *Prerequisite: BENG 201.*

Specializations

Accounting and Finance

Vision

To produce well-rounded graduates who can contribute significantly in the management, planning, design and implementation of accounting and finance transactions.

Objectives

Accounting and Finance Specialization is designed to prepare graduates to pursue different positions in both the public and private sectors. The curriculum is designed to enrich skills in auditing, taxation, cost accounting, and financial accounting. Graduates will be eligible to sit for professional certification examinations, which include the (ACCA), the Certified Public Accountant (CPA), Certified Internal Auditor (CIA), and Certified Management Accountant (CMA) examinations.

Career opportunities

Students who graduate with the accounting and finance specialization are prepared for careers in public accounting, banking, consulting, credit management, risk management, and financial analysis in government agencies, non-profit organizations, private industry, etc.

Semester 6		
Code	Course Title	Credits
WOST 302	Women Studies	2
EVS 302	Entrepreneur ventures and Small Business	3
CMAC 302	Cost & Management Accounting	3
ORMG 302	Operations Management	3
BUEC 302	Business Ethics	3
Total		14

Start of Accounting and Finance Specialization

Semester 7		
Code	Course Title	Credits
IMAC 401	Intermediate Accounting	3
PRJM 401	Project Management	3
PMGT 401	Performance Management	3
RESM 401	Research Methods	3
RUEX 401	Rural Extension	4
Total		16

Semester 8		
Code	Course Title	Credits
FIRE 402	Financial Reporting	3
COFI 402	Corporate Finance	3
FINS 402	Financial Institutions and Insurance	3
STRM 402	Strategic Management	3
ACIS 402	Accounting Information Systems	3
Total		15

Semester 9		
Code	Course Title	Credits
AUAS 501	Audit and Assurance	3
AIFI 501	Accounting Framework for Islamic Financial Institutions	3
AFTX 501	Accounting Framework For Taxation	3
PACC 501	Public Accounting	3
CDEV 502	Career Guide & Development	1
Total		13

Semester 10		
Code	Course Title	Credits
CACF 502	Contemporary Issues in Accounting and Finance	3
ADAS 502	Advanced Audit and for Assurance	3
AFZT 502	Accounting Framework Zakat	3
ADAC 502	Advanced Accounting	3
RESP 502	Research Project	6
Total		18

Total credit Hours for Accounting and Finance Specialization = 151 Cr. Hrs. +6 Cr. Hrs. (UPP)

Course Descriptions

IMAC 401 Intermediate Accounting 3 cr.

Intermediate Accounting is the study of accounting principles and procedures essential to the preparation of financial statements with particular emphasis on the corporate form. Topics of coverage include financial statements, current assets, inventory, property, plant, and equipment, cash and receivables, current and long-term liabilities and stockholder's equity. *Prerequisite: PACC 201.*

ACIS 401 Accounting Information Systems 3 cr.

A course that explores in detail several typical Accounting Information System (AIS) application subsystems, such as order entry/sales, billing/receivables/cash receipts, inventory, purchasing/ accounts payable/cash disbursements, payroll, and materials planning/production. This course includes understanding, documenting, designing, using, and auditing these application subsystems. *Business majors only. Prerequisite: IMAC 401.*

PMGT 401 Performance Management 3 cr.

This course introduces the elements of management accounting which are used to make and support decisions by introducing the nature, the source and purpose of cost accounting and the costing techniques used in business which are essential for any management accountant. The course looks at the preparation and use of budgeting and standard costing and variance analysis as essential tools for planning and controlling business cost, and also concludes with an introduction to measuring and monitoring the performance of an organization. *Prerequisite: FACC 202.*

FIRE 402 Financial Reporting 3 cr.

This course covers current practices in corporate financial reporting and fundamental issues relating to asset valuation and revenue determination. The emphasis is on financial statement analysis and interpretation of financial disclosures to help improve risk assessment, forecasting, and decision-making. However, the course covers some selected issue including; lease, foreign exchange rates, government grants and special contracts. *Prerequisite: FINM 301.*

COFI 402 Corporate Finance 3 cr.

This course enables the students to understand different financial issues and concepts necessary for managerial decision making. It covers topics of Common Stock, Investment under uncertainty, Term Loans, Cost of Capital and Dividend Policy. *Prerequisite: FINM 301.*

AUAS 501 Audit and Assurance 3 cr.

The course examines the principles and practices of internal and external auditing. Topics include auditing as a component of recurrent and strategic activities, risk assessment, internal control, systems evaluation, evaluation of evidence, audit planning and contemporary audit issues and challenges. *Prerequisite: FACC 202.*

AIFI 501 Accounting Framework for Islamic Financial Institutions 3 cr.

This course develops knowledge and skills in understanding and applying Islamic finance and Islamic standards and the theoretical framework in the preparation of financial statements of Islamic institutions. *Prerequisite: FINS 402.*

AFTX 501 Accounting Framework for Taxation 3 cr.

This course attempts to develop the knowledge and skills related to the tax system as applicable to individuals and companies in Sudan. It acquaints students with the operating taxation system and its computations, as well as its different types. *Prerequisite: CMAC 302.*

PACC 501 Public Accounting 3 cr.

The course aims to familiarize students with Government Accounting, budget process/preparation, budget estimation methods and final accounts and to understand the difference between business & non-business organization and the use of cash & accrual basis & modified accrual bases in government accounting. *Prerequisite: FACC 202.*

ADAS 502 Advanced Audit and Assurance 3 cr.

This course applies auditing principles to audit situations. It introduces audit practices and research theory issues. It discusses financial auditing issues from the perspectives of management, accountants, internal auditors, audit committees and external auditors. This course also applies relevant knowledge, skills, and exercise professional judgment in analyzing, evaluating, concluding and reporting on the assurance engagement and other audit. *Prerequisite: AUAS 501.*

AFZT 502 Accounting Framework For Zakat 3 cr.

This course attempts to develop the knowledge and skills related to the Zakat system as applicable to individuals and companies in Sudan. It acquaints students with the operating Zakat system and its computations, as well as its different types. *Prerequisite: FACC 202.*

ADAC 502 Advanced Accounting 3 cr.

The main objective of this course is to give students knowledge about published accounts by using (IFRS) international financial reporting standards and about (IAS) international accounting standards. *Prerequisite: PACC 501.*

EVSb 402 Entrepreneur Ventures and Small Business 3 cr.

This course focuses on the founding and development of new business organizations. The course is oriented toward principles needed to operate a small business and fundamentals of business management, including planning, raising capital, using business information, managing employees, and marketing products and services. The goal is to provide a comprehensive background with practical application of important concepts applicable to small business and entrepreneurial environment. *Prerequisite: PMGT 203.*

FINS 402 Financial Institutions and Insurance 3 cr.

This course provides students with overview of the different financial institutions, the course also introduce student to the basic knowledge and application of insurance elements and principles with special focus on its practice in Sudan. *Prerequisite: FINM 301.*

BUEC 402 Business Ethics 3 cr.

This is an introductory course that provides students with an overview of business ethics at the individual and organizational. Ultimately, the course is designed to not only introduce students to a wide array of current ethical issues in business but to also foster skills related to critically analysing the ethical and social dimensions of business-related problems in order to build more ethically-informed rationales for decision making. *Prerequisite: PMGT 203.*

CICF 503 Contemporary Issues in Accounting and Finance 3 cr.

This course deals with special current issues and concerns in accounting and finance which are not included in regular courses.

Management Information Systems Specialization (MIS)

Vision

To supply qualified and effective female practitioners and educators who are properly adjusted to current developments in the field of information systems and technologies, to meet the demand of the industry locally and internationally.

Objectives

The Management Information Systems Specialization is designed to prepare graduates to work in a variety of computing technology capacities which support the tactical and strategic goals of organizations. Students learn to design information systems which support decision making, business operations and functional areas within organizations. The design process includes the specification of hardware, software and personnel requirements. Graduates are also are capable of sitting for Professional certificates such as (CISA).

Career opportunities

Graduates of the specialization are qualified for careers in a variety of administrative and managerial positions in business firms, the non-profit sector, and government agencies, etc. Students attain professional experience through practical, internships and other co-curricular activities prior to graduation. Students who graduate with the Management Information Systems Specialization are prepared for such careers as Business Process Management, ERP System, System Analyst, Business Analyst, Business Application Developer, and Data Base Analyst, etc.

Curriculum

Management Information Systems Specialization

Semester 6- Start of MIS Specialization		
Code	Course Title	Credits
WGST 302	Women Studies	2
FPRO 302	Fundamentals of Programming	3
DBMS 302	Database Management Systems	3
OMGT 302	Operations Management	3
BUEC 302	Business Ethics	3
Total		14

Semester 7		
Code	Course Title	Credits
SYAD 401	System Analysis and Design	3
OOPR 401	Object Oriented Programming	3
RUEX 401	Rural Extension	4
RESM 401	Research Methods	3
IWAD 401	Internet and Web Applications Development	3
Total		16

Semester 8		
Code	Course Title	Credits
WESY 402	Web 2.0 Systems	3
OOAD 402	Object Oriented Analysis and Design	3
OSSY 402	Open Source Systems	3
STRM 402	Strategic Management	3
DAST 402	Data Structure	3
Total		15

Semester 9		
Code	Course Title	Credits
BPMT 501	Business Process Management	3
SFEN 501	Software Engineering	3
NEDC 501	Network and Data Communication	3
ORSY 501	Operating Systems	3
CDEV 501	Career Guide & Development	1
Total		13

Semester 10		
Code	Course Title	Credits
ENSY 502	Enterprise Systems	3
ISSE 502	Information Security Systems and Ethics	3
BUIN 502	Business Intelligence	3
ISMA 502	IS Strategy Management & Acquisition	3
RESP 502	Research Project	6
Total		18

Total credit Hours for Management Information Systems Specialization = 151Cr. Hrs.+ 6 Cr. Hrs. (UPP)

Course Descriptions

FPRO 302 Fundamentals of Programming 3 cr.

This course introduces the student to the main paradigms of computation, representative languages of these paradigms, techniques of implementing various programming language constructs, as well as basic concepts relating to the specification of programming languages. Syntax and semantics of programming languages, basic constructs that are common to all languages (control structures, subprograms, etc.) will be covered. The intent of the course is to use a specific programming language; to exemplify the main concepts and constructs. *Prerequisite : ICOM 102.*

DBMS 302 Database Management Systems 3 cr.

This course provides students with an in-depth understanding of the design and implementation of database systems. *Prerequisite : ICOM 102.*

SYAD 401 System Analysis and Design 3 cr.

Students will learn how to gather user requirement of new information system and transfer it to information system models. What is the life-cycle approach to analysis and Design and what makes it very effective? What issues comes up in Analysis and Design? Students will use Data Flow Diagram for analysis and Design. *Prerequisite : DBMS 302.*

NEDC 501 Network and Data Communication 3 cr.

This course provides an overview of Network and Data communication and a detailed, practical understanding of selected aspects, including computer networks and data communication and telecommunication networks. The course will be relevant to those working in an organization concerned, directly or indirectly, with valuable information assets. *Prerequisite: IWAD 401.*

BPMT 501 Business Process Management 3 cr.

This course presents the concepts and state of the art / state of the practice of business process design and business process reengineering for improving business performance, effectiveness, quality, customer service and satisfaction. Issues related to characteristics, goals, benefits and costs of enterprise-wide design, and the role of information technology during the design process will be discussed. The course leads students from process discovery through conceptual and technical process design through the implementation and management of workflows to the structure of process-aware information systems. *Prerequisite: MGIS 202.*

OOPR 401 Object Oriented Programming 3 cr.

This course presents a conceptual and practical introduction to imperative and object oriented programming, exemplified by Java. As well as providing a grounding in the use of developing information systems, the course will cover general principles of programming in imperative and object oriented frameworks. The course enable you to develop programs that support and solve the business problems. *Prerequisite: FPRO 302.*

OOAD 402 Object Oriented Analysis and Design 3 cr.

This course aims to convey the basics of systems analysis and design and how businesses use information systems to support their business processes; provide knowledge and skills about the methods of analyzing and designing systems tailored to business requirements; and familiarize students with modelling techniques and the design of solutions for information system using Unified Modelling Language (UML). *Prerequisite : OOAD 402.*

ISMA 502 IS Strategy Management &Acquisition 3 cr.

This course explores the issues and approaches in managing the information systems function in organizations and how the IS function integrates / supports / enables various types of organizational capabilities. It takes a senior management perspective in exploring the acquisition, development and implementation of plans and policies to achieve efficient and effective information systems. The remainder of the course is focused on developing an intellectual framework that will allow leaders of organizations to critically assess existing IS infrastructures and emerging technologies as well as how these enabling technologies might affect organizational strategy. *Prerequisite: MGIS 202.*

IWAD 401 Internet and Web Applications Development 3 cr.

This course is designed to equip the student with theoretical and practical knowledge about the process of conceptualization, planning, modeling, and execution of electronic media content delivery mechanism via the internet. *Prerequisite: MGIS 202.*

WESY 402 Web 2.0 Systems 3 cr.

The course focuses on new media, new technologies in new media, and web of the second generation. Emphasis is put on new trends in web applications architecture and their practical use. This course will bring a new wave of exciting websites and technologies into the Web 2.0 era, rich and interactive forms of communication, collaboration, and socialization are the heart of Web 2.0. *Prerequisite: IWAD 202.*

SFEN 501 Software Engineering 3 cr.

Software Engineering is the application of a systematic, disciplined, quantifiable approach to the development, operation, and maintenance of software. It encompasses techniques and procedures, often regulated by a software development process, with the purpose of improving the reliability and maintainability of software systems. The effort is necessitated by the potential complexity of those systems, which may contain millions of lines of code. *Prerequisite: SYAD 401.*

DAST 402 Data Structure 3 cr.

The purpose of this course is to provide the students with solid foundations in the basic concepts of programming: data structures and algorithms. The main objective of the course is to teach the students how to select and design data structures and algorithms that are appropriate for problems that they might encounter This course is also about showing the correctness of algorithms and studying their computational complexities. This course offers the students a mixture of theoretical knowledge and practical experience. *Prerequisite: FPRO 302.*

OSSY 402 Open Source Systems 3 cr.

This course introduces students to the technological, social, and pragmatic aspects of developing open source software through direct involvement in a real open source project/projects. Students will learn to use the tools, techniques, and strategies of OS developers. This is a project-based programming course. The particular open source project(s) to be studied will vary with each offering and be announced at the beginning of the semester. *Prerequisite: FPRO 302.*

Business Administration Specialization

Human Resource Management Concentration (HRM)

Vision

To support and influence the strategic direction of the different organizations by providing graduates with innovative solutions to organizational and human resource issues. Mission

Objectives

The objective of Human Resource Management concentration is to provide graduates with a basic understanding of the functional areas of human resource management, the behavior of organizations and decision-making processes. The curriculum of this concentration provides students with quantitative and analytical skills, an understanding of the social and legal environments in which business decisions are made, insights into organizational behavior, development, goal setting and management of human resources, an understanding of the ethical and global issues confronting business, and leadership and team-building skills.

Career Opportunities

The Human Resource Management concentration provides students with the general and technical knowledge and skills for different positions and careers in the personnel or human resource management function of organizations. Courses emphasize both the general theory of HRM, the expanding role of HRM in organizational effectiveness, the development and effective use of human resources in organizations, and the technical areas of selection, compensation, labor relations, training and development, and performance appraisal. The concentration prepares students for professional careers in a wide variety of organizations.

Curriculum

Human Resource Management Concentration

Semester 6		
Code	Course Title	Credits
WOST 302	Women Studies	2
EVSB 302	Entrepreneur Ventures and Small Business	3
CMAC 302	Cost & Management Accounting	3
ORMG 302	Operations Management	3
BUEC 302	Business Ethics	3
Total		14

Start of Human Resource Management Concentration

Semester 7		
Code	Course Title	Credits
MDIV 401	Management of Diversity	3
TQMG 401	Total Quality Management	3
RESM 401	Research Methods	3
PRJM 401	Project Management	3
RUEX 401	Rural Extension	4
Total		16

Semester 8		
Code	Course Title	Credits
ORDS 402	Organization Design	3
EVSBS 402	Financial Institutions and Insurance	3
MECO 402	Managerial Economics	3
STRM 402	Strategic Management	3
PADM 402	Public Administration	3
Total		15

Semester 9		
Code	Course Title	Credits
IREL 501	Industrial Relations	3
HRIS 501	Human Resource Information Systems(HRIS)	3
HRDV 501	Human Resource Development	3
PRMG 502	Performance Management	3
CDEV 502	Career Guide & Development	1
Total		13

Semester 10		
Code	Course Title	Credits
SHRM 502	Strategic Human Resource Management	3
IHRM 502	International Human Resource Management	3
LECO 502	Labour Economics	3
CHRM 502	Contemporary Issues in Human Resource Management	3
RESP502	Research Project	6
Total		18

Total credit Hours for BA Specialization - Human Resource Management Concentration = 151Cr. Hrs.+ 6 Cr. Hrs. (UPP)

Marketing Management Concentration (MM)

Vision

To supply graduates of high calibre known for excellence and creativity in the field of marketing.

Objectives

The Marketing Management Concentration objectives are to provide the student with a strong foundation in fundamentals of marketing functions and their application in real-world work environments. In-depth courses in this concentration are goal-oriented and allow students to practice marketing methods such as planning, implementation, controlling and evaluating marketing strategies to achieve an organization's goals. The blend of real-world application of marketing principles and core business courses will prepare the student to better understand the application of management principles to marketing functions within organizations.

Career Opportunities

The marketing management concentration is designed to enable graduates to analyse the problems of providing consumer and industrial goods and services to a wide variety of markets. The curriculum prepares students for positions in sales, advertising, promotion, research, brand and product management and marketing management. Further, the study of dynamic problems that affect all enterprises in communicating with their constituencies prepares students for careers in commercial, governmental and service organizations that serve the public in ways other than producing tangible goods.

Curriculum

Marketing Management Concentration: POS

Semester 6		
Code	Course	Credits
WOST 302	Women Studies	2
EVS 302	Entrepreneur Ventures and Small Business	3
CMAC 302	Cost & Management Accounting	3
ORMG 302	Operations Management	3
BUEC 302	Business Ethics	3
Total		14

Start of Marketing Management Concentration

Semester 7		
Code	Course Title	Credits
CBEH 401	Consumer Behaviour	3
TQMG 401	Total Quality Management	3
RESM 401	Research Methods	3
PRJM 401	Project Management	3
RUEX 401	Rural Extension	4
Total		16

Semester 8		
Code	Course Title	Credits
BMGE 402	Brand Management and Evaluation	3
MECO 402	Managerial Economics	3
FINS 402	Financial Institutions and Insurance	3
STRM 402	Strategic Management	3
PADM 402	Public Administration	3
Total		15

Semester 9		
Code	Course Title	Credits
MARR 501	Marketing Research	3
SMRK 501	Services Marketing	3
CRMG 501	Customer Relationship Management	3
RTMD 501	Retailing and Merchandizing	3
CDEV 502	Career Guide & Development	1
Total		13

Semester 10		
Code	Course Title	Credits
CIM R502	Contemporary Issues in Marketing Management	3
SMGT 502	Sales Management	3
IMRK 502	International Marketing	3
EMRK 502	Electronic Marketing	3
RESP 502	Research Project	6
Total		18

Total credit Hours for BA Specialization -Marketing Management Specialization = 151Cr. Hrs.+ 6 Cr. Hrs. (UPP)

Procurement and Supply Chain Management Concentration (PSCM)

Vision

To achieve excellence in Procurement and Supply Chain Management education and research to contribute to the development of business enterprises of various sectors.

Objectives

The objective of this concentration is to provide students with a specific understanding of operational systems and processes related to procurement and supply chains management; planning and controlling of local and global networks; identifying appropriate strategies for addressing problems and challenges that arise in procurement and supply chains.

Career Opportunities

With a qualification in procurement, transport, logistics and supply chain management, our graduates will have the potential to connect with industries locally and globally. Graduates of the concentration will be qualified for careers in a variety of positions in business firms in the areas of forecasting, purchasing, freight forwarding and customs, warehousing and inventory control, stock analysis and research, stock distribution, and customer relationship and customer services, etc.

Curriculum

Procurement and Supply Chain Management Concentration (PSCM): POS

Semester 6		
Code	Course Title	Credits
WOST 302	Women Studies	2
EVSB 302	Entrepreneur Ventures and Small Business	3
CMAC 302	Cost & Management Accounting	3
ORMG 302	Operations Management	3
BUEC 302	Business Ethics	3
Total		14

Start of Procurement and Supply Chain Management Concentration

Semester 7		
Code	Course Title	Credits
APSM 401	Advanced Procurement and Supply Chain Management	3
TQMG 401	Total Quality Management	3
PRJM 401	Project Management	3
RESM 401	Research Methods	3
RUEX 401	Rural Extension	4
Total		16

Semester 8		
Code	Course Title	Credits
MRSN 402	Managing Relationships and Negotiation	3
FINS 402	Financial Institutions and Insurance	3
STRM 402	Strategic Management	3
MECO 402	Managerial Economics	3
PADM 402	Public Administration	3
Total		15

Semester 9		
Code	Course Title	Credits
EPRO 501	Electronic Procurement	3
INVM 501	Inventory Management	3
LTRM 501	Logistics and Transportation Management	3
IBUS 501	International Business	3
CDEV 502	Career Guide & Development	1
Total		13

Semester 10		
Code	Course Title	Credits
GSCM 502	Global Supply Chain Management	3
PAIN 502	Procurement Audits and Investigations	3
NDSR 502	Negotiation and Dispute Resolution	3
ESGM 502	Electronic Supply Chain Management(E-SCM)	3
RESP 502	Research Project	6
Total		18

Total credit Hours for BA Specialization -Procurement and Supply Chain Management Specialization = 151Cr. Hrs.+ 6 Cr. Hrs. (UPP)

Course Descriptions

ORMG 302 Operations Management 3 cr.

This course introduces students to the fundamental principles of operations management in both manufacturing and service sectors. *Prerequisite: BUSS 301.*

MDIV 401 Management of Diversity 3 cr.

This course provides a multidisciplinary approach to the organisational and leadership challenges encountered by individuals, groups, managers and organisations as they strive to successfully compete for talented workers in an increasingly diverse labour market. Also, this course enables students to practically apply theory to develop positive workplace diversity practices. *Prerequisite: HRMG 202.*

TQMG 401 Total Quality Management 3 cr.

This course provides the ingredients of the total quality management system, stressing the major management initiatives which should be undertaken: employee involvement, measurement of quality, preventive management, leadership, and management of change to ensure quality performance. *Prerequisite: PMGT 203.*

RESM 401 Research Methods 3 cr.

This course lays the theoretical foundations for research methods and is designed to equip students with knowledge and skills for conducting scientific research. Different aspects of methodological research approaches are discussed. Quantitative and qualitative research methodologies are dealt with, and the various steps of conducting research such as problem identification, sampling techniques, data collection tools, data analysis and writing up of research project are also explained.

PRJM 402 Project Management 3 cr.

This course identifies projects and project management and highlights the main types and characteristics of project management as compared to general management. It also shows how projects are planned, organized, financed and implemented with focus on the project life-cycle. Monitoring and control, evaluation and sustainability of projects are also tackled. *Prerequisite: PMGT 203.*

ORDS 402 Organization Design 3 cr.

This course is intended to increase student understanding of the nature and purpose of organizations and how and why approaches to organization design change. Organization structure, processes, effectiveness, and the impact on individual member development and stakeholder expectations will be the major focal points of the course. *Prerequisite: HRMG 202.*

EVSB 402 Entrepreneur Ventures and Small Business 3 cr.

This course focuses on the founding and development of new business organizations. The course is oriented toward principles needed to operate a small business and fundamentals of business management, including planning, raising capital, using business information, managing employees, and marketing products and services. The goal is to provide a comprehensive background with practical application of important concepts applicable to small business and entrepreneurial environment. *Prerequisite: PMGT 203.*

MECO 402 Managerial Economics 3 cr.

The purpose of this course is to provide the students with an introduction knowledge in managerial economics; it explains how economic concepts and decision science tools and techniques can be used in optimal decision problem facing managers.

STRM 402 Strategic Management 3 cr.

This course provides students with the knowledge and skills of applying different strategies of management planning. It covers the stages of the strategic management process.
Prerequisite: PMGT 203.

BUEC 402 Business Ethics 3 cr.

This is an introductory course that provides students with an overview of business ethics at the individual and organizational. Ultimately, the course is designed to not only introduce students to a wide array of current ethical issues in business but to also foster skills related to critically analysing the ethical and social dimensions of business-related problems in order to build more ethically-informed rationales for decision making. *Prerequisite: PMGT 203.*

IREL 501 Industrial Relations 3 cr.

This course introduces students to the theories, institutions and practices of industrial relations. The module examines the role and objectives of the main actors in the employment relations: employers, employees, and trade unions and the government; and their interactions in collective bargaining, employee involvement/ participation, conflict resolution and expression and the termination of the employment relationship. *Prerequisite: HRMG 202.*

HRIS 501 Human Resource Information Systems (HRIS) 3 cr.

This course is intended to help students to plan, design, and implement an HRIS. A more thorough understanding of requirements and alternatives leads to more successful and flexible HR systems. Students will be able to look at the best ways to create that understanding by combining the technical and functional foundations for students to understand HR management information systems that compose an organization's HRIS technology infrastructure.
Prerequisite: HRMG 202.

HRDV 501 HRMG 202 3 cr.

This course is designed to expose students to employee training and development within an organization. Specifically, it is designed to help students develop skills that will enable them to effectively design, implement, and evaluate training systems from an applied perspective. The course also sheds light on career planning and development as essential functions in maintaining competency, motivation, and commitment. *Prerequisite: HRMG 202.*

PRMG 502 Performance Management 3 cr.

This course examines the importance of an effective performance management system in helping organizations define and achieve short and long term goals. It explains the concept that performance management is not a one-time supervisory event, but an ongoing process of planning, facilitating, assessing, and improving individual and organizational performance. In addition, the course emphasizes the importance of measuring the effectiveness of human resource activities that are designed to enhance individual and organizational performance.
Prerequisite: HRMG 202.

SHRM 502 Strategic Human Resource Management 3 cr.

This course is designed to provide students with an understanding of the fundamental principles and practices of strategic human resource management. Students will be introduced to key frameworks, theories, and constructs in the field. We will examine how modern human resource practices can increase both employee well-being and organizational effectiveness and competitiveness. *Prerequisite: HRMG 202.*

IHRM 502 International Human Resource Management 3 cr.

This course provides an understanding of the role of human resource management (HRM) in international contexts. The course is divided into three areas of study: the context of international HRM, strategic and functional HRM in international contexts, and comparative international contexts. *Prerequisite: HRMG 202.*

LECO 502 Labour Economics 3 cr.

The important concern of this course as a field of study is with investigating and showing the importance of labour economics as a spate discipline, also to know the historical development in the study of labour economics, the theoretical approach, supply and demand of labour, application of the different models, investment of human capital, determinates of labour demand in the short run and long run. *Prerequisite: HRMG 202.*

CHRM 502 Contemporary Issues in Human Resource Management 3 cr.

This course examines current issues in human resource management (HRM) through readings, case studies and dialogue based on relevant theory and research in areas such as linking HRM to business performance, key general principles in managing people, and managing people in dynamic and complex situations such as today's global environment. In addition, students complete an independent study project approved by the instructor. *Prerequisite: HRMG 202.*

CBEH 401 Consumer Behaviour 3 cr.

This course focuses on customers as the key to market success. Topics covered include the roles of a customer, market values a customer seeks, determinants of customer behaviour, the customer's mind set, customer decision-making, and customer-focused marketing. *Prerequisite: FMRM 301.*

BMGE 402 Brand Management and Evaluation 3 cr.

This course is designed to develop the necessary knowledge and skills for creating and managing brands which resonate with customers and allow the marketing organisation to build and maintain a loyal and profitable customer base. A range of branding theories, concepts, strategies and practices designed to build, measure and sustain brand will be addressed across a range of real world contexts, product types and industries. *Prerequisite: FMRM 301.*

MARR 501 Marketing Research 3 cr.

A course that provides thorough coverage of various marketing research tools along an applied orientation, including a systematic analysis of the steps comprising the marketing research process, starting with research problem definition and terminating with data collection, analysis, and presentation. *Prerequisite: FMRM 301.*

SMRK 501 Services Marketing 3 cr.

This course includes a study of the characteristics of services and their marketing implications, developing marketing strategies, creating value, pricing and promoting the service performance, and ensuring a positive customer experience. *Prerequisite: CBEH 401.*

CRMG 501 Customer Relationship Management 3 cr.

This course defines Customer Relationship Management CRM as core business strategy that integrates internal processes and functions and external networks to create and deliver value to targeted customers at a profit. Also, this course introduces the current developments in (CRM), apply current CRM tools and methodologies and understand the link between CRM and a company's marketing performance. *Prerequisite: FMRM 301.*

RTMD 501 Retailing and Merchandizing 3 cr.

This course examines the opportunities and problems faced by marketers in contemporary retail formats. The course allows students to develop appropriate skills and knowledge for effective and efficient decision making in the contemporary retail environment. *Prerequisite: FMRM 301.*

CIMR 502 Contemporary Issues in Marketing 3 cr.

This course deals with special current issues and concerns in marketing which are not included in regular courses. *Prerequisite: FMRM 301.*

SMGT 502 Sales Management 3 cr.

An overview of selling and sales management. Topics covered include sales management functions and strategies, developing the selling function, sales goals and structure, building a sales program, and leading and motivating the sales force. *Prerequisite: RTMD 501.*

IMRK 502 International Marketing 3 cr.

This course provides students the relevant knowledge to understand the international marketing strategies and to develop the awareness about environmental factors that influence international marketing. The course also provides students full details about the 4Ps at the global scale, as well as global organization structures. *Prerequisite: FMRM 301.*

EMRK 502 Electronic Marketing 3 cr.

An overview of electronic marketing development and its impact on marketing transactions and management of organizations. Topics covered include business to business and business to consumer e-commerce and e-marketing; management of an e-marketing project; and financial, legal, and security issues. *Prerequisite: FMRM 301.*

APSM 401 Advanced Procurement and Supply Chain Management 3 cr.

This course covers the entire procurement and supply chain process. It is intended to enable the students to link the stages in the procurement and supply chain processes. *Prerequisite: FPSM 301.*

MRSN 402 Managing Relationships and Negotiation 3 cr.

This course examines how to create effective relationships in procurement and supply chains. *Prerequisite: FPSM 301.*

- EPRO 501 Electronic Procurement 3 cr.**
This course provides students with fundamental principles and practices of electronic procurement. *Prerequisite: APSM 401.*
- INVM 501 Inventory Management 3 cr.**
Inventory control concepts, techniques, and strategies for effective integration with basic finance, marketing, and manufacturing objectives are topics covered in this course. Models for dependent and independent demand inventory systems, material requirements planning systems, distribution requirements, planning techniques, and the classical reorder point inventory model are also included. *Prerequisite: FPSM 301.*
- LTRM 501 Logistics and Transportation Management 3 cr.**
The course covers all aspects of logistics management, from theories to strategies and operational guidelines. The course focuses on analysing managerial decisions related to the movement and storage of supplies, work-in-process, and finished goods, examining the trade-offs encountered by managers such as level and modes of transportation used, warehousing and control of inventory levels, demand management and forecasting master production scheduling, and importance of logistics to the overall productivity of a firm are investigated. *Prerequisite: FPSM 301.*
- GSCM 502 Global Supply Chain Management 3 cr.**
This course deals with the unique requirements in the globalization of supply chains such as the deployment of best practices of world-class operations, writing of an effective memo and term paper as well as present technical information. *Prerequisite: APSM 401.*
- PAIN 502 Procurement Audits and Investigations 3 cr.**
This course provides students with the principles and practices of procurement audits and investigations. *Prerequisite: APSM 401.*
- NDSR 502 Negotiation and Dispute Resolution 3 cr.**
This course examines both theoretical and practical implications of diverse assumptions and strategies. Students develop a deeper self-awareness of their role in the creation, perpetuation, escalation and resolution of conflicts, as well as in relationship with the other party. *Prerequisite: APSM 401.*
- ESGM 502 Electronic Supply Chain Management (E-SCM) 3 cr.**
This course provides students with fundamental principles and practices of electronic supply chain management. *Prerequisite: APSM 401.*
- FINS 402 Financial Institutions and Insurance 3 cr.**
This course provides students with overview of the different financial institutions, the course also introduce student to the basic knowledge and application of insurance elements and principles with special focus on its practice in Sudan. *Prerequisite: FINM 301.*
- PADM 402 Public Administration 3 cr.**
This course aims to enable student to acquire basic knowledge of public administration. The course examines the role of legislative, executive, and judiciary bodies. In addition, the course illustrates the importance of civil services and budget administration. *Prerequisite: PMGT 203.*

**School of Rural
Extension,
Education and
Development
(REED)**

School of Rural Extension, Education and Development (REED)

Officers of the School

Gasim Badri	President of the University
Amna Elsadik Badri	Vice President for Academic Affairs
Niveen Salah Eldin Elmagboul	Dean
Sarra Rasheid Beheiry	Deputy Dean
Babiker Ahmed Badri	Registrar, ex-officio
Abubekr Abdelazim	Director of Admissions, ex-officio
Asia M. Makawi	University Librarian, ex-officio

Faculty List

Niveen Salah Eldin Elmagboul, PhD, Ahfad University for Women, 2013, Dean.
 Sarra Rasheid Beheiry, PhD, Ahfad University for Women, 2012, Assistant Professor, Deputy Dean.
 Awadalla Mohamed Saeed, PhD, Cornell University, USA, 1989, Professor.
 Elsamawal Khalil Makki, PhD, University of Khartoum, 2003, Professor.
 Salih Abdalla ElArifi, PhD, U.C.L.A, USA, 1971, Professor.
 Shadia A/Raheem Mohammed, PhD, University of Khartoum, 2001, Professor.
 Abdallah Elkhider, PhD, University of Arizona, USA, 1971, Associate Professor
 Babiker Ahmed Badri, PhD, University of Liverpool, 2002, Associate Professor.
 Osman A. Badri, PhD, University of Reading, UK, 1996, Associate Professor.
 Sidgi Awad kaballo, PhD , University of Leeds,1994. Associate Professor
 Abubakr Abdelazim Mohammed, PhD, University of Khartoum, 2016, Assistant Professor.
 Hind Bushra Ahmed, PhD, Ahfad University for Women, 2014, Assistant Professor.
 Khalid Beshir, MSc, El Nilein University, 2002, Assistant Professor.
 Randa Hamza Ibrahim Gindeel, PhD, Ahfad University for Women, 2014, Assistant Professor.
 Saad El Sadig Ahmed Badri, PhD, University of Khartoum, 2006, Assistant Professor.
 Shadia Naser Eldin Elsayed, PhD, University of Khartoum, 2009, Assistant Professor
 Fatima Elbasheer Eltayeb, MA, University of Reading, UK, 1999, Lecturer.
 Jalaa Ismail Elazhari, MSc, London School of Economics and Political Science, University of London, UK, 1990, Lecturer.
 Nafisa Elsadig Ahmed Bedri, MSc, Ahfad University for Women, 2003, Lecturer.
 Rawia Elfadil Shreef Mahmoud, MSc, Ahfad University for Women, 2014, Lecturer.
 Sulima Abdel Haliem El Balla, M.A, Tufts University Medford, USA, 2004, Lecturer.
 Yassir Eltahir Omer Khalid, MSc, University of Khartoum, 2008, Lecturer.

Historical Background

The School of Rural Extension Education and Development (REED) has been evolving since its opening in 1987. The philosophy upon which REED is built emphasizes the empowerment of women through developing their knowledge and skills as a means for preparing them to assume responsible roles in the development of the nation. REED's program aims towards graduating capable agents of change who are committed to rural extension and sustainable community development work. Hence, the School has a strong teaching, research and community development orientation and is committed to responding to the changing women educational and developmental needs.

Vision

The school vision is to be among the leading schools of rural extension education and development in Africa and the Middle Eastern Region, and to be continually a source of well-prepared graduates capable of contributing solidly to sustainable human and natural resources development and the empowerment of women.

Mission

The School mission is to help prepare outstanding multipurpose agents of change and specialized sustainable rural development professionals through use of multidisciplinary approaches to learning in the diverse areas of extension, education, and community development.

Values

We honor the values of integrity, equality and fairness.

The Curriculum

The curriculum at REED is multi-disciplinary, composed of taught courses and supervised field work activities and research. It is dedicatedly community-oriented. Training off campus is primarily done through engaging students in Field Experience Exchange Internships with NGOs and other institutions, and field experience of the students is strengthened by university required participation in the Rural Extension Field Trips of a Rural Extension program.

The Field Experience Exchange Internships

Central in the School of REED's curriculum is the Field Experience Exchange Internships program for engaging students in guided participation in extension and community development field work. Through this program (which constitutes a required course), each summer during school vacation, all REED students participate in individual research in rural areas of Sudan. For the many students who are from urban areas, these field assignments provide them with their first extensive experience in village life and the realities of rural communities, as it emphasizes identification of the problems faced by the visited communities and leads to conducting and evaluating research for the generation of workable solutions.

The Rural Extension Program

The Rural Extension Program started in 1973 as an integral part of the curriculum of the then School of Family Sciences. The Course was initiated in response to the needs for improvement of the quality of life of families in poorer rural and urban settlements. The course proved to be a great success as the students gained valuable experience through first-hand training on rural extension. In 1978, the course was assigned as a University Requirement (UR) course for third year students in all schools of the university. Now it is a university requirement for the fourth year students of all schools, except for the schools of Medicine and Pharmacy where the course involves first year students.

The aim of Rural Extension Program is to contribute to achieving the goal of preparing the students to serve as agents of social change. Furthermore, the students are trained in matters related to their own disciplines. Students participate in a variety of activities all of which relate to community mobilization and community service work. The spirit of teamwork is promoted among students in areas where integrated work pattern is required. The students also receive training in the preparation of simple educational materials and methods of communication with rural people.

The students and their instructors carry out field trips to villages in different areas of Sudan to conduct extension work. These field trips are organized in cooperation with government agencies and non-governmental organizations which are active in the areas to be visited, and themes for the activities to be undertaken are chosen in collaboration with the help of these agencies.

Undergraduate Courses in the Curriculum

REED's curriculum spans over five academic years. The school follows the semester system (two semesters per year) and, as the laws of the Ahfad University require, each semester will be treated separately in terms of the courses and evaluation of results. The duration of the lecture is 50 minutes, and each lecture is given the load of one credit hour. Each course is given a course title, course designation, and a load in terms of credit hours.

The current planned curriculum for the B.Sc. (Honours) Degree in Rural Extension Education and Development at REED is composed of 52 courses, 16 of which are University Required Courses, 3 are Extra First Year Courses, and 33 are School Compulsory Courses. Listed below are the courses that constitute the curriculum, distributed by semesters and academic years.

Semester 1		
Code	Course Title	Credits
ARAB 101	Arabic Language	3
ENGL 101	English Language I	3
MATH 101	Mathematics	3
ENVS 101	Environmental Studies	3
Social Sciences	Psychology (PSYC 101), or Sociology (SOCI 101)	3
Total		15

Semester 2		
Code	Course Title	Credits
SUDS 102	Sudanese studies	3
ENGL 102	English Language II	3
BIOL 106/ BIOL 104/	Botany/ Zoology	3
PSYC 101/	Psychology	3
CHEM 101/ CHEM 102/	Chemistry	3
SOCI 101/	Sociology	3
HISR 101/	History	3
PHIS 101/	Philosophy	3

Semester 2		
Code	Course Title	Credits
ENGL 103/	English literature	3
POPU 101	Population studies *	3
Total		15

*The maximum number of courses to be taken by the student is 5, and total number of credit hours per semester is fifteen (15). The student has to select 3 courses from the basket in addition to ENGL & SUDS

Semester 3		
Code	Course Title	Credits
ENGL 201	English Language III	3
STAT 201	Statistics	2
EXED 201	Introduction to Extension Education and development	3
RSOC 201	Rural Sociology	3
FSYS 201	Farming System	3
Total		14

Semester 4		
Code	Course Title	Credits
INRD 202	Introduction to Rural Development	3
ENGM 202	Environmental Management	3
ENGL 202	English Language IV	3
APTC 202	Appropriate Technology for Rural Development I	3
HORT 202	Principles for Horticulture	3
Total		15

Semester 5		
Code	Course Title	Credits
RUEx 401	Rural Extension	4
WSGS 301	Women studies/Gender studies	2
NFAE 301	Non- formal and Adult Education	3
ACCB 301	Accounting and Bookkeeping	2
COMD 301	Community Development	3
COMH 301	Community health	2
Total		16

Semester 6		
Code	Course Title	Credits
FIEX 302	Field Internship Experience Exchange	2
RFIN 302	Rural Finance	3
POPD 302	Population and Development	2
CTHM 302	Communication Theory and methods	3
FMRT 302	Fundamentals of Marketing	3
GDWD 302	Gender and Development / Women and Development	2
Total		15

Semester 7		
Code	Course Title	Credits
RESM 401	Research Methods	3
EXED 401	Extension Education and Development	3
SPAЕ 401	Philosophy and Special Programs in Adult Education	3
SLVA 401	Sustainable livelihoods and Vulnerability Analysis	3
FSAP 401	Food Security and Aid Policy	3
Total		15

Semester 8		
Code	Course Title	Credits
DINN 402	Diffusions of innovation	3
RESM 402	Research Methods Qualitative	3
RDTM 402	Rural Development Theories, strategies	3
RSEM 402	Rural Small Enterprise Management	3
APTC 402	Appropriate Technology for Rural Development II	3
Total		15

Semester 9		
Code	Course Title	Credits
AGEX 501	Agriculture Extension	3
CMLS 501	Community Mobilization and leadership	3
NIDO 501	National and international Development Organizations	3
PPMG 501	Project Planning and Management	3
Total		12

Semester 10		
Code	Course Title	Credits
GPRD 502	Gender planning Initiative for Rural Development	3
SGID 502	Special Groups in Development	3
EXAS 502	Extension Administration and supervision	3
RESP 502	Research project	6
CDEV 502	Career Guide and Development	1
Total		16

Graduation Requirements

For graduation with a Bachelor of Sciences (Honors) Degree in Rural Extension, Education and Development, the student should successfully complete the study of **148 Cr. Hrs + 6 Cr. Hrs.** For additional information, refer to the University General Academic Information.

APTC 202 Appropriate Technology for Rural Development I 3 cr.

This course is designed to provide the students with the basic knowledge and understanding of the techniques and practices related to energy utilization and production generally and in Sudan particularly. The present energy utilization technologies will be assessed. More emphasis will be placed on renewable energies for their inter-connectedness with appropriate technologies and for their vital role in sustainability of rural development.

HORT 202 Principle of Horticulture 3 cr.

This course is designed in a manner that will enable students to understand horticultural principles and practices for managing vegetables and fruits production, as well as nurseries and ornamental plants, besides studying the most important vegetables, fruits and ornamentals' and nutritive and aesthetic values. The students will perform different cultural practices on the above mentioned groups.

ENGL 202 English Language IV 3 cr.

This course gives special care to topics related to Development issues and sustainability. It teaches students how to use the dictionary, how to guess the meanings of new words from the context, how to take perfect lecture notes, how to give sentences their special focus and link ideas in text, and how to choose the correct introductory verbs.

Third Year**NFAE 301 Non-Formal and Adult Education 3 cr.**

The purpose of this course is to provide the students with the knowledge and skills of teaching and designing adult education courses for adult learners. The course aims to introduce adult education concepts and teaching/learning methods, and how to teach adult learners through participatory methods of teaching and learning, specially REFLECT and CLE.

ACCB 301 Accounting and Bookkeeping 2 cr.

This course aims to provide the students with a conceptual understanding of the use and control of information contained in the financial statements and to analyze that information for business decision- making purposes.

COMD 301 Community Development 3 cr.

The course introduces the students to principles and elements of community development. The course discusses community development related issues. Some field skills, like organizations of CBOs and community needs assessment through PLA are also introduced to the students.

COMH 301 Community Health 2 cr.

The course is designed to provide knowledge and skills on community health needs for rural people, and mobilize and help these communities towards improving it. The role of extension in health education will be emphasized as well as health management.

RUEx 401 Rural Extension 4 cr.

The purpose of this course is to provide the students with knowledge, skills and techniques essential for Extension and Rural Development workers. Special attention is given to basic concepts of development and change, extension, diffusion and adoption as well as communication. The course also gives special consideration to reproductive health issues as well as current problems of rural development.

WSGS 301 Women Studies/Gender Studies 2 cr.

The course introduces women and gender studies' concepts. Women's empowerment concepts, approaches, strategies, accomplishments and constraints are discussed. The course tackles issues of the history of women's movement against oppression in different contexts. Moreover, the course shows the link between gender and women's studies and other social and applied sciences.

FIEX 302 Field Internship Experience Exchange 2 cr.

The students present their experiences and findings after the first practical training (internship) period to the whole class and discuss the new experiences, obstacles, limitations and how to overcome them.

RFIN 302 Rural Finance 3 cr.

The course introduces the characteristic features of the rural areas and their credit requirements. It makes the students aware with the different modes of lending adopted by the private and public sources of rural credit. The experience of financial institutions in mobilization of rural savings and the financing, as well as the institutional set ups for addressing the problems of providing financial services in rural areas will be discussed.

CTHM 302 Communication Theory and Methods 3 cr.

This course provides an introduction to the major theories and methods of mass communication. The course is devoted to surveys and analysis of mass communication, with emphasis on the methods commonly employed in extension programs. Students will also examine a broad range of methodologies and approaches to mass extension communication.

POPD 302 Population and Development 2 cr.

The course aims to provide a comprehensive understanding of population growth, composition, major demographic processes and their relation with social, economic and environmental aspects. Special emphasis would be placed on the country's population policies.

FMRT 302 Fundamentals of Marketing 3 cr.

This is an introductory marketing course covering many of the basic marketing principles that are required in marketing different products in urban and rural areas. The students will be trained on how to develop marketing plans.

GDWD 302 Gender and Development/ Women and Development 2 cr.

The course focuses on gender mainstreaming frameworks, methodologies and approaches. The students will acquire the skills on how to carry-out gender analysis to assess gender gaps and gender discrimination in development, Matters relating to achievement of gender equality and equity will be discussed.

Fourth Year**EXED 401 Extension Education and Development 3 cr.**

The course is designed to develop students' understanding of extension education and program development theories, principles and approaches, and their application in planning, implementation and evaluation of extension and community development programs. Different approaches to extension education and current related issues will be covered.

SPAЕ 401 Philosophy and Special Programs in Adult Education 3 cr.

The aim of this course is to provide students with knowledge of the different philosophical perspectives of adult education and to engage them in discussion of their differences in terms of purpose, characteristics of teachers and learners, and the relevant teaching methods in the different contexts. Special adult education programs will be identified and subjected to analysis.

SLVA 401 Sustainable Livelihoods and Vulnerability Analysis 3 cr.

This course is aimed primarily to familiarize students with theories, concepts, and methods related to the study of Livelihood, vulnerability, disasters and risk. Application of the Sustainable Livelihoods Framework in assessing rural livelihood strategies will be discussed.

FSAP 401 Food Security and Aid Policy 3 cr.

The course provides in-depth analysis to food policies in Sudan. It addresses households' food security in terms of accessibility, affordability and accountability. The course discusses measurement and assessment of traditional temporary and permanent food insecurity. It is also focused on monitoring food production and distribution, and early warning systems, as well as on humanitarian aid systems and policies.

RESM 401 Research Methods 3 cr.

This course provides an overview of research methods in the social sciences. The emphasis is on both conceptual understanding and development of skills. The student will become acquainted with social science research methodologies, design, and proposal writing; and with ethical issues. A partial requirement in this course is preparation of a research proposal.

DINN 402 Diffusion of Innovations 3 cr

The course provides an in-depth introduction to theories and models of diffusion and adoption of innovations and their implications. It explain the processes by which technological innovations or products spread over time via communication channels and other arrangements to members of a social system, and to identify the multi-faceted factors that affect the processes of their adoption from different perspectives.

RESM 402 Research Method qualitative 3 cr.

This course introduces students to the research design analysis procedures and their application in social science studies. The students will be introduced to qualitative data analysis methods. Particular attention will be placed on qualitative research methodologies. Topics that will be covered include survey design, sampling methods, data collection and analysis methods, and report writing

APTC 402 Appropriate Technology for Rural Development II 3 cr.

The aim of this course is to provide students with a better understanding of agricultural mechanization and technologies and its role in rural development, as well as providing them with the technical knowledge needed by small farmers in the different agricultural operations at all levels.

RDTM 402 Rural Development Theories, Strategies and Methods 3 cr.

The course will provide the students with better understanding of the different rural developing theories and concepts and their implications. The students will be able to develop abilities to debate Modernization, Diffusions, Dependency, and Human Ecology theories and to compare their similarities and differences.

RSEM 402 Rural Small Enterprise Management 3 cr.
The course is designed to provide students with in-depth knowledge and skills on management of small enterprises, models of cottage industries and indigenous knowledge. Different enterprise skills and the know how to initiate one's own business with gender perspective will be discussed.

Fifth Year

AGEX 501 Agriculture Extension 3 cr.
This course provides an in-depth study of alternative approaches to agricultural extension and their contribution to agricultural and rural development. It focuses on the mechanisms needed for improving the delivery and effectiveness of agricultural extension services.

CMLS 501 Community Mobilization and Leadership 3 cr.
The course aims to equip students with knowledge and skills of community mobilization and empowerment and to develop their understanding the importance of leadership in community planning and management. The course will analyze different approaches and methods of community mobilization and empowerment implemented by different national and international agencies.

PPMG 501 Project Planning and Management 3 cr.
The course aims at providing students with skills needed to identify an investment project and to conduct all the procedures required for its analysis and evaluation. The students will be trained on conducting and reporting simple technical and financial feasibility studies

NIDO 501 National and International Development Organizations 3 cr.
The course is designed to develop students' awareness and understanding of the NGOs' role in development. It focuses on strategic planning, problem and stakeholder analysis, social capital budgeting, fund raising and leadership skills. The course provides the students with training to grasp issues relating to needs assessment and NGOs' management methods.

GPRD 502 Gender Planning Initiative for Rural Development 3 cr.
The aim of the course is to develop greater awareness and understanding of gender as key issues in planning and analysis of rural development projects. It will provide the students with both conceptual and analytical perspective of gender in development, and develop their ability to conduct gender-sensitive planning through the use of specific methodologies and frameworks.

EXAS 502 Extension Administration and Supervision 3 cr.
This course introduces administration/ management concepts, theories and approaches; and provides platforms for discussion of their implications for administration and supervision of extension and community development programs.

SGID 502 Special Groups in Development 3 cr.
The course introduces theories and models of youth and children's benefit and involvement in the development process (human capital and human resource development). It emphasizes on the needs of special groups in education, health water and sanitation training and capacity building, and training on mobilization techniques used for safeguarding access of special groups to development services.

RESP 502 Research Project 6 cr.

Its requires each student to identify a problem relating to rural extension education and development, and conduct field research to produce a dissertation in partial fulfillment of the requirements' to be awarded the B.Sc. (Honors) degree.

CDEV 502 Career Guide 1 cr.

The course is intended to help the students to gain the technical skills needed for starting their intended future careers, and advancing with major objectives that bridge the gap between the university studies and the labor market.

Admission Requirements

Refer to the Admissions Section of this Catalogue.

School of Medicine (SOM)

School of Medicine (SOM)

Officers of the School

Gasim Badri	President of the University
Amna Elsadik Badri	Vice President for Academic Affairs
Mohammed Osman Swar	Dean
Kamal Elhag	Assistant Dean Academic Affairs
Babiker Ahmed Badri	Registrar, ex-officio
Abubekr Abdelazim	Director of Admissions, ex-officio
Asia M. Makawi	University Librarian, ex-officio

Faculty List

Mohamed Osman Swar, MD, University of Khartoum, 1983, Professor, Dean.
 Kamal Elhag, MRC Pathology, Royal College of Pathology, 1977, Professor, Assistant Dean Academic Affairs.
 Abdel Salam Eisa, FRCS, Royal College of Surgeons, UK, 1964, Professor.
 Ali Al-Biely, DPH, University of London, 1979, Professor.
 Ali Bary, MD Neuro Science, Sweden University, 1971, Professor.
 Ali Mustafa Bilal, MRCTs, Royal College, 1972, Professor.
 Altahir Fadul, FFARCS, University of Liverpool, 1961, Professor.
 Asia Ahmed, PhD, University of London, 1981, Professor.
 Badr Eldin Khalid, MD, University of Alexandria, 1987, Professor.
 Bakri Nouri, MD, Budapest University of Medicine, 1983, Professor.
 Dafalla Ibrahim, Ph.D, Swedish University of Agricultural Sciences, 1978, Professor.
 El Fatih Elsamani, Ph D; Harvard University, 1985, Professor.
 Elsheik Mahgoub, FRC Pathology, University of London, 1985, Professor.
 Farouk Yasin, MD, Sudan Medical Specialization Board, 1983, Professor.
 Hafiz Alshazali, FRCP, University of London, 1961, Professor.
 Lamyaa El-Hassan, PhD, Pathology, University of Jordan, 2003, Professor.
 Mohamed Baldo, MD, University of Khartoum, 1986, Professor.
 Muddathir Allam, Ph D, Queens University of Belfast, 1975, Professor.
 Mustafa Khogali, MD, University of Khartoum, 1970, Professor.
 Soad Babiker, Ph D, Alzaiem Alazhari University, 2008, Professor.
 Zuheir Sharfi, MSc; University of London, 1983, Professor.
 Abdelaal Ali, MD, Volgograd Medical Academy, 1994, Associate Professor.
 Ali Younis, MD, University of Khartoum, 2010, Associate Professor.
 Amal Dardiry, MD, University of Khartoum 1995, Associate Professor.
 Babiker Elmamoun, MD; University of Cologne, 1986, Associate Professor.
 Bushra Mudawi, MD, University of Khartoum, 2001, Associate Professor.
 Gamaa Jumma, MRCP, Royal College, 1979, Associate Professor.
 Laila Abdel Rahman, MD, University of Khartoum, 1984, Associate Professor.
 Mohamed Almustafa, MCM, University of Khartoum, 1994, Associate Professor.
 Nazar Ghanim, Ph D, Sanaa University, 2011, Associate Professor.
 Sanaa Moukhtar, MD, University of Khartoum, 2004, Associate Professor.
 Abd ELatif Abbadi, MD, Sudan Medical Specialization Board, 2005, Assistant Professor.
 Abdelraof Abdelmagid, MD, Alexandria University, 1984, Assistant Professor.
 Ahmed Alnasri, MD, Crimea State Medical University, 2002, Assistant Professor.

Amal Abuhigil, MD, Sudan medical Specialization Board, 2012, Assistant Professor.
Amani Ali. MD, Sudan Medical Specialization Board, 2008, Assistant Professor.
Amani Burbur, MD, Sudan Medical Specialization Board, 2015, Assistant Professor.
Amel Moawia Habib, MD, University of Khartoum, 2004, Assistant Professor.
Amina Khider, MD, Sudan Medical Specialization Board, 2010, Assistant Professor.
Aziza El Naeema, MD, University of Khartoum, 2012, Assistant Professor.
Fathia Abdel Magid, MD, Sudan Medical Specialization Board, 1995, Assistant Professor.
Fathia Osman, MD, Sudan Medical Specialization Board, 2013, Assistant Professor.
Hala Abu Elhassan, MD, Sudan Medical Specialization Board, 2012, Assistant Professor.
Hanan Abdel Aziz, MD, University of Khartoum 2012, Assistant Professor.
Howida Abdalla, Ph.D, University of Khartoum, 2009, Assistant Professor
Hulla Mohamed, MD, University of Khartoum, 2012, Assistant Professor
Inas Malik, PhD, University of Liverpool, 2007, Assistant Professor.
Kamal Salih. M Sc, Ain Shams University. 1986, Assistant Professor.
Mohamed Widaalla, MD, Sudan Medical Specialization Board, 2013, Assistant Professor.
Mudder Hamad, MD, Sudan medical Specialization Board, 2014, Assistant Professor.
Nahla Hassan, MD, Sudan Medical Specialization Board, 2015, Assistant Professor.
Niemat Malik, MSc, University of Manchester, Assistant Professor.
Nour Abdelgadir, Clinical MD, Sudan Medical Specialization Board, 2013, Assistant Professor.
Rehab Khattab, MD, University of Khartoum, 2012, Assistant Professor.
Saeed Abdula, MSc, University of Khartoum, 1992, Assistant Professor.
Salah Awad Abdel Halim, MD, University of Khartoum, 2009, Assistant Professor.
Salam Ibrahim, MD, Sudan Medical Specialization Board, 2013, Assistant Professor.
Sara Salih, MRCPC, Royal Collage Pediatrics, 2009, Assistant Professor.
Sara Shaaddin, PhD, University of Khartoum, 2007, Assistant, Professor.
Suad Diefalla, MSc, University of Khartoum, 1996 Assistant Professor.
Tahra El Sadig El Siddig El Mahdi. MSc, University of Maastricht, 2006, Assistant Professor.
Tasneem Mohamed, MD, University of Khartoum, 2014, Assistant Professor.
Amira Ahmed, MSc, University of Khartoum, 2007, Lecturer.
Atika Osman, MSc, Sudan medical Specialization Board, 2012, Lecturer.
Azza Mahgoub, MSc, University of Khartoum, 2012, Lecturer.
Eisa Alkhalifa, Higher Diploma, AUB, 1969, Lecturer.
Ejlal Ahmed, MSc, Nileen University, 2014, Lecturer.
Fatima Ibrahim, MSc, University of Medical Sciences and Technology, 2013, Lecturer.
Halima Babiker, MSc, University of Khartoum, 2000, Lecturer.
Hiba Dafalla, MORC, Royal College-UK, 2012, Lecturer
Lina El Sammani, MSc, University of London, 2012, Lecturer.
Mohamed Babiker, MRCOG (part1), Royal College, 2008, Lecturer.
Mona Abouf, MSc, University of Khartoum, 2009, Lecturer.
Nuha Saeed, MSc, University of Birmingham, 2002, Lecturer.
Sahar ElAmir, MPH, 2016, lecturer.
Sara Isam, MSc, Public Health, AUW, 2015, Lecturer
Sara Eltayeb, MSc, University of Khartoum, 2010, Lecturer.
Sharafeldin Mohamed, MSc, Alneelain University, 2008, Lecturer.

Mission

To provide quality education for women to strengthen their roles in national and rural development, and to seek equity for themselves and fellow women in all facets of Sudanese society using a combination of well-articulated academic programs, professional trainings, research, and community outreach activities. To pursue the improvement of the health of the Sudanese population through the delivery of high quality, community-oriented medical education and training and conducting innovative applied research.

Vision

To be a nationally prominent university and a leading institution recognized worldwide for its academic excellence, research, women empowerment, civic engagement and social responsibility. To be the leading medical school in the Sudan, nurturing a diverse community of medical people committed to leadership in alleviating human suffering caused by disease.

Core Values

To achieve AUW's mission and vision, we adhere to the core values of social responsibility, academic freedom, leadership, innovation, excellence, respect, integrity, ownership, commitment, diversity, inclusiveness, partnership, and autonomy at all domains of its work (Education, Service and Research).

In Education

AUWSOM will graduate female doctors of recognized international standards accepted by the Sudan Medical Council. Through its faculty, the school will contribute to continuous education of health professionals, postgraduate education and community education in matters related to health.

In Service

Through its teaching faculty and students, AUWSOM will be involved in health service provision in collaboration with all other stakeholders at the various levels of the health care delivery system in rural and urban areas. The school will contribute to the development of the health care system through its Family Health Centre, which represents a model centre for providing Primary Health Care.

In Research

Through active involvement of students as well as faculty in research, the school aims at contributing to the advancement of health and health care systems at the national and international level. This will be achieved through collaborations and partnerships with the health sector and other research institutes inside and outside Sudan. Such research would address the major community health problems.

Background

The Ahfad University for Women School of Medicine (AUWSOM) was established in 1990. AUWSOM curriculum is Community-Oriented, using Problem-Based Learning (PBL) as a major educational strategy. Community Oriented Medical Education is defined by the World Health Organization (WHO), as an approach to medical education, which focuses on population groups and individual persons taking into account the health needs of the community concerned. Coupled with PBL, this approach to medical education is believed to enhance students' learning to a greater degree and equip students with the various skills needed for lifelong learning, analytical thinking & metacognitive skills highly needed for their future career life. At the same time, the relevant experience offered by the program will expose students to a wide variety of health conditions, an opportunity of working with different health personnel and a greater awareness of the impact of social factors in the causation and management of illness. Through adopting this approach -based on evidence about Principles of Adult Learning- AUW also aims at responding to the global concerns about how to prepare tomorrow's doctors.

Accreditation

AUWSOM is accredited through the National Accreditation Program First Round (2010 -2012). Accreditation is coordinated and executed by the Sudan Medical Council (SMC), and the school is now under the process of preparing for the upcoming Second Round of National Accreditation, which is due this year.

Requirements for Graduation

To be eligible to receive the MBBS degree, the student must fulfill all the requirements of the medical program as well as the University required courses, fulfilled all financial obligations to AUW, and completed and submitted all required forms for graduation as requested by the Office of the Registrar.

Dean's Honor List

To be placed on the dean's honor list a student must be a full-time student and must not be repeating the year. The dean's honor list is limited to the upper 15 percent of the class. (For specific information please refer to the University general section)

Attendance

Regular attendance of not less than 80% is required for all prescribed activities. Students absent on account of illness or other valid reasons are requested to notify the respective class/phase coordinator and comply with AUWSOM policies and regulations.

Language of Instruction

The language of instruction is English. Nevertheless AUWSOM has early community/patient encounter strategies, which demand that students have some speaking knowledge of Arabic so as to interact with the community.

Curriculum

Study period in AUWSOM is 6 years spread over 12 semesters (in addition to the UPP) and assembled into three Phases.

Two semesters of 18 to 22 weeks are scheduled per year beginning in July and November/December. AUWSOM's curriculum is continuously revisited and reviewed in order to ensure the delivery of the most up-to-date and relevant content to students.

The curriculum is based on well-structured blocks and modules of integrated organ systems and themes organized in a spiral manner. The basic concepts shaping the curriculum appear throughout the program in the form of longitudinal courses that permeate the whole schedule. These concepts are:

- Innovative teaching methods i.e. Problem Based Learning (PBL),
- Community Orientation, including early community and patient encounter, and health service provision e.g. Family Attachment Program (FAP),
- Integration: horizontal (between the various disciplines) and vertical (clinical and basic), and
- Clinical skills training at the different phases (Phase II at the Skills Laboratory and Phase III at various Health System Delivery levels).

Curriculum Map

Phase	Year	Semester	Component	Code	Cr/ Component	Cr/ Semester	Cr/Phase	
University Preparatory Program				UPP		6 Cr.		
I	1	1	Freshman	F/Sem. 1	18	18	36	
		2		F/Sem. 2	18	18		
II	2	3	(Biochemistry, Man and Health, Radiation Physics	BIOC205, MHTH201, RMPH201	9	19	81	
			Principles of Basic Medical Sciences	BSMD 201	10			
			Endocrine	ENDC 202	6			
	4		Skin	SKIN 202	4	22		
			Haematopoietic	HEMO 202	6			
	5		Cardiovascular	CAVS 202	6	20		81
			Respiratory	RESP 301	6			
	3	5	Urinary	RENL 301	6	6		20
			Gastro-Intestinal	GAIT 301	8			
	6		Reproductive	RPRD 302	6	20		
			Musculoskeletal	MUSK 302	6			
			Neuroscience	NEUR 302	8			
	4				8			
III	7		Primary Health Care	PRHC 401	6	21	120	
			Communication Skills	COSK 401	3			
	7		Forensic Medicine & Toxicology	FMTX 401	1	21		
			Infection Control	INFC 401	2			
	8		Research Methodology	RESM 401	3	22		
			Women Studies	WOST 301	2			
	8		Rural Extension	RUEX 401	4	22		
			Introduction to Internal Medicine	INTM 402	4			
	8		Introduction to Surgery	SURG 402	4	22		
			Introduction to Obstetrics & Gynecology	OBGY 402	4			
	9		Introduction to Pediatrics	PEDT 402	4	41		120
			Research Project	RESP 502	6			
5	9		Internal Medicine	INMD 501	8	41	120	
			Obstetrics & Gynecology	OBGY 501	6			
10	9		Surgery	SURG 501	8	41	120	
			Pediatrics & Child Health	PDCH 501	6			
10	5		Community Medicine	COMD 501	3	41	120	
			Dermatology	DERM 502	2			
11	5		Psychiatry	PSYT 501	2	41	120	
			Medical Ethics	METH 502	2			
12	10		Ophthalmology	OPHT 502	2	41	120	
			Otolaryngology	ORLG 502	2			
6	11		Internal Med.	INMD 601	12	36	120	
			Surgery	SURG 601	12			
12	6		Obstetrics & Gynecology	OBGY 602	6	36	120	
			Pediatrics & Child Health	PDCH 602	6			
Total	6.25	12.25			243	243	243	

Phases of the Curriculum

Phase I

Phase I is the Freshman Year, which offers a basic science Program to prepare students for their future studies in the respective school.

Phase I Map

First Semester

Code	Course Title	Credits
BIOL 101	Biology 1	3
CHEM 101	Inorganic and Physical Chemistry	3
SOCI 101/PSYC 101	Sociology Or Psychology	3
ENGL 101	English language I	3
PHYS 101	Physics	3
SUST 101	Sudanese Studies	3
Total		18

Second Semester

Code	Course Title	Credits
BIOL 102	Biology 2	3
CHEM 102	Organic Chemistry	3
ARAL 101	Arabic Language	3
ENGL 102	English language II	3
MATH 102	Mathematics II	3
ENVI 101	Environmental Health	3
Total		18

Dismissal, Readmission, Freezing and Repeating Courses in the School of Medicine

- A student who fails the Basic Module taken in semester 3 cannot progress to take system modules. Any student who fails twice in a repeated module will be dismissed from the school and cannot be readmitted.
- A student who passes all modules taken in semesters 3 and 4 (second year) will be allowed to progress to the following year (semesters 5 and 6) within Phase II.
- A student who fails one or two modules in any two regular semesters (one year) has to repeat and pass this/these module/s when they are next offered before being registered to the following two regular semesters (one year).
- A student who fails in three or more modules in two regular semesters (one year) will be dismissed from the School.
- A student is allowed to repeat up to two modules in two regular semesters in the School of Medicine.
- A student is not allowed to progress to Phase III unless she passes all modules of Phase II.
- A student failing in one clinical attachment in Phase III is allowed to re-sit for the examination in that clinical attachment after 3 months from the date of the final examination.

- A student who fails in two clinical attachments in the final year is allowed to re-sit for the examination in these two clinical attachments after 6 months from the date of the final examination. A student who fails one or two re-sit examinations has to repeat the final year in these clinical attachments.
- A student who fails three or more subjects has to repeat the final year.
- A student who repeats clinical attachments will have her graduation contingent on passing all repeated subjects. This should be within no more than four consecutive regular semesters (2 years) from the date of the first examination unless there is extenuating circumstances approved by the School Board. The student is required to meet all the registration and attendance requirements.
- Any student who is dismissed from the School of Medicine cannot be re-admitted to the School.

Course Description

Phase II

Phase II consists of 4 semesters. During this phase, normal and abnormal structure, function and behavior of the human body are learned in an integrated, Problem-Based Learning approach with special emphasis on clinical applications. These concepts are learned through 12 well-organized, Community-Oriented Modules mostly based on organ-systems. Duration of each Module varies from 6 to 10 weeks.

By the end of Phase II, the students will be able to explain the basic mechanisms, structure, function, pathophysiology, and psychosocial determinants of the major health problems, as well as plan for evidence-based management strategy of these problems- this includes using relevant investigations and advice to patients, their families and the community at large. Also, to demonstrate appropriate comprehension of the basic principles of medical professionalism, and to follow a teamwork and scientific approach throughout the various program learning activities.

During this Phase PBL is implemented as the main educational strategy using clinical problem scenarios that are relevant to our community. Problems work as a medium for integration (vertical and horizontal), a model that represents one of the major concepts shaping AUWSOM curriculum.

Longitudinal courses in Phase II

- **Skills Training Program (STP):** This program is designed to lay the foundation for the clinical skills essential to the practice of medicine. The program is implemented at the Skills Laboratory (SL) where skills relevant to the Module's theme are presented in small groups so that students have the opportunity to practice their skill under the direct observation of a faculty member. Clinical skills covered include physical examination, interviewing and communication skills. The SL is well-equipped with models and tools to facilitate skills training, in addition to models, students also learn through simulation.
- **Family Attachment Program (FAP):** it starts with some introductory sessions covering Communication Skills, and Counseling and Environmental Health. During this part of the program, Role-Plays are used to present and enable students freely to explore some of the controversial/taboo topics. Students are then placed in the community; they are assigned to families which they follow for the course of the program; this aims to provide more authenticity to learning as well as service provision to the community, e.g. health education and referral for further management in Ahfad Family Health Centre with subsidized fees. This program is one of the Community-Based components of the Curriculum.

Horizontal integration is between the various disciplines. Each Module is composed of the following disciplines:

- **Human Anatomy:** the scientific study of the morphology of the human body.
- **Histology:** the study of the microscopic anatomy of cells and human tissues.
- **Embryology:** a science which is about the development of an embryo from the fertilization of the ovum - the study of the early development of organisms.
- **Biochemistry:** the study of the chemical processes in living organisms; it deals with the structures and metabolism of biomolecules such as proteins, carbohydrates, lipids, nucleic acids.
- **Physiology:** the science of the mechanical, physical, and biochemical functions of humans in good health, their organs, and the cells of which they are composed.
- **Radiology:** the study of the interactions between ionizing radiation and living organisms and how this is used for diagnostic purposes.
- **Pathology:** the study of disease—the causes, course, progression and resolution of human body abnormalities.
- **Microbiology:** the study of microscopic organisms (microorganisms), including protozoa, bacteria, fungi, and viruses.
- **Immunology:** a broad branch of biomedical science that covers the study of all aspects of the immune system.
- **Pharmacology:** concerned with the study of drug action. More specifically, it is the study of the interactions that occur between a living organism and chemicals that affect normal or abnormal biochemical function.
- **Community Medicine:** a system of delivery of comprehensive health care (preventive, promotive, curative & rehabilitative) to the people by a health team in order to improve the health of the community. It deals with population or groups rather than individual patients.
- **Epidemiology:** the study of the demographics of disease processes, and includes, but is not limited to, the study of epidemics.

Assessment used during the Phase

Each Module is evaluated through formative and summative assessment methods. The End of Module Exam consists of written and practical components.

At the end of the Phase, students who successfully pass their examinations in all modules will be promoted to Phase III according to the school regulations.

Phase II Map

Year	Module		Code	Cr	Semester
2	Biochemistry	Fundamental Courses	BIOC 205	4	3
	Man & Health	MHTH 201	4		
	Radiation Physics	RMPH 201	1		
	Principles of Basic Medical Sciences		BSMD 201	10	3
	Endocrine		ENDC 202	6	4
	Skin		SKIN 202	4	4
	Haematopoietic		HEMO 202	6	4
	Cardiovascular		CAVS 202	6	4

NEUR 302**Nervous System****8 cr.**

This integrated Module deals with the most complex control system of the human body. The students will learn the anatomy, histology, biochemistry, physiology, pathology, microbiology, immunology, radiology and pharmacology related to the Central and Peripheral Nervous System, as well as concepts in community medicine including prevention, and epidemiology relevant to diseases of this system.

Phase III

Duration of Phase III is 6 semesters during which students rotate among the various health facilities in the primary, secondary and tertiary levels in a block system.

The phase starts by rotations and placements in the Primary Care settings. Training Health Centres (HC) are carefully selected in a way that ensures better exposure of Ahfad students to diseases found in the community, the availability of qualified health personnel that would support students' training and supervision as well as the variability in population characteristics (e.g. ethnicity, social and financial standard). Residency in Rural Hospitals is intended to better expose students to the community and health services at rural settings and build up competency in teamwork practice.

The remaining bulk of the phase is devoted to the hospital-based training program (Clerkship). Students undertake clinical training in the major medical and surgical disciplines, with primary focus on core rotations in Medicine, Surgery, Obstetrics & Gynecology, and Pediatrics & Child Health as well as in clinical subspecialties such as Psychiatry, Dermatology, Orthopedics, Ear-Nose & Throat and Ophthalmology at different university allied hospitals and specialized centres. Their training program contains clinical work at patients' wards, outpatient clinics and emergency departments, supplemented by didactic sessions to consolidate their knowledge base as well as integration of the basic sciences.

During this Phase, students also cover some of the university-required courses i.e. Women Studies, Rural Extension Program and the Graduation Research Project.

By the end of this Phase, students will learn the prevention and management of all relevant medical conditions, acquire a holistic approach to health, and develop clinical competence (knowledge, procedures/skills, clinical problem solving, and professional attitudes and behaviors). AUWSOM will ensure the graduation of qualified and competent medical doctors according to the standards of the SMC.

Assessment used during the Phase

This phase is evaluated through formative and summative assessment methods. Phase III Block Exams are conducted by the end of each block – these exams are part of the continuous assessment strategy of the Phase. Block Exams are also used to help the school and students note any deficiency in students' learning and take timely corrective action through students' academic advisors. At the end of the phase, the students sit for the final qualifying examination for the award of the Bachelor of Medicine and Surgery (MBBS).

Phase III Map

Year	Component	Code	Cr.	Semester	Cr/semester
4	Primary Health Care	PRHC 401	6	7	21
	Communication Skills	COSK 401	3		
	Forensic Medicine & Toxicology	FMTX 401	1		
	Infection Control	INCO 401	2		
	Research Methodology (including Epidemiology & Biostatistics)	RESM 401	3		
	Women Studies	WOST 401	2		
	Rural Extension	RUEX 401	4		
	Introduction to Internal Medicine	INTM 402	4	8	22
	Introduction to Surgery	INTS 402	4		
	Introduction to Obstetrics & Gynecology	INOG 402	4		
Introduction to Pediatrics	INTP 402	4			
Graduation Research Project	RESP 402	6	9 & 10	41	
Internal Medicine	INMD 501	8			
Obstetrics & Gynecology	OBGY 501	6			
Pediatrics & Child Health	PDCH 501	6			
Surgery	SURG 502	8			
Community Medicine	COMD 502	3			
Dermatology	DERM 502	2			
Psychiatry	PSYT 502	2			
Medical Ethics	METH 502	2			
Ophthalmology	OPHT 502	2			
Otolaryngology	ORLG 502	2			
6	Internal Med.	INMD 601	12	11	36
	Surgery	SURG 601	12	8	
	Obstetrics & Gynecology	OBGY 602	6	12	
	Pediatrics & Child Health	PEDT 602	6		
Total				120	

Course Descriptions**PRHC 401 Primary Health Care 6 cr.**

Students will be placed in Primary and Secondary Health care facilities. This enables students to identify the services offered and problems encountered at these levels. During this course students are posted in various Primary Health Centres and Rural Hospitals; they are required to understand, observe and contribute in providing health services at these facilities.

FMTX 401 Forensic Medicine & Toxicology 1 cr.

During this course students study the negative effects of chemicals, with special attention given to how they affect humans, the noxious effects of drugs and chemicals, and how these effects take place and how to avoid and treat toxicity. The course also introduces the basics of forensic medicine, and offers a chance for students to discuss relevant medicolegal cases so as to consolidate the learned concepts.

INCO 401 Infection Control 2 cr.

By the end of this course, students will recognize the benefits to patients and health care workers of adhering to scientifically accepted principles and practices of infection prevention and control. They will acknowledge their professional responsibility to do so in all healthcare settings and the consequences of failing to comply with these principles. Students will appreciate their responsibility to monitor infection prevention and control practices of those medical and ancillary personnel for whom she will be responsible and intervene as necessary to assure compliance and safety.

COSK 401 Communication Skills 3 cr.

During this course students learn to improve their presentation skills, develop an appreciation of the interpersonal and situational dynamics of medical encounters, become oriented towards the communication tasks of a physician, and begin to build a base of skills and strategies associated with these tasks and apply a set of relevant skills and strategies.

RESM 401 Research Methodology (including Epidemiology & Biostatistics) 3 cr.

The topics covered through this course comprise basic concepts in research methods in medicine and health sciences such as the research process, formulating study objectives, suggesting hypotheses, project planning, data collection and analysis, and presentation. The course also comprises core concepts in epidemiology.

WOST 401 Women Studies 2 cr.

The course introduces Women and Gender Studies and the concepts and debates within these studies. It also tackles the assessment of the Sudanese women profile, in particular, and feminism and women's movement, in general, as tools for promotion of women's condition and positions to achieve empowerment and solidarity for action. (University Requirement)

RUEX 401 Rural Extension 4 cr.

Check University Required Courses

INTM 402, INTS 402, INOG 402 & INTP 402 Introduction to the four major clinical disciplines each 4 cr.

Through this course, students will have smooth transition from pre-clinical to clinical practice (Clerkship), they will be introduced to the various concepts, functions and procedures related to each of the four major clinical disciplines (Medicine, Surgery, Pediatrics and Obs & Gyn). The course is mainly hospital-based.

GRP 402 Research Project 6 cr.

The students are required to conduct graduation research project and submit dissertations for partial fulfillment of the final degree. The research topic should involve a major health problem within the Sudanese community. (University Requirement)

INMD 501 & 601 Internal Medicine 20 cr.

The goal of the Internal Medicine clerkship rotation is to assist the student with the development of competence in arriving at a formulation of the patient's problem(s), which includes a provisional or established diagnosis, and possibly a differential diagnosis and to develop and implement a management plan for their problem(s). The rotation involves general medicine.

OBGY 501& 601 Obstetrics & Gynecology 12 cr.

The goal of this clerkship is to emphasize health care for women of reproductive and postmenopausal ages. Students will rotate through three clinical segments, including outpatient services (emergency department, outpatient clinics and offices), obstetrics (labor and delivery suite), and gynecology.

SURG 502 & 601 Surgery 20 cr.

The aim of the rotation is to familiarize students with common, serious and life threatening surgical diseases and for the student to develop an understanding of how they present clinically; how to systematically evaluate these conditions; how they are investigated; principles of management; how to assess priorities for treatment; and when and how to initiate referral. During this block, general surgery is learned mainly in outpatient clinics; nevertheless, students are required to observe some specific operations being performed.

**PDCH 501 Pediatrics & Child Health 12 cr.
& PEDT602**

This core clinical rotation is in Pediatrics and Child Health. The course goals include preparing the student for work readiness in a pediatric clinical unit; recognition of the sick child; understanding the scope of preventive & curative pediatrics and having sufficient knowledge and experience expected from a medical graduate.

COMD 502 Community Medicine 3 cr.

During this course, which builds up on the knowledge gained in the earlier phases, medical students evaluate, and propose solutions to problems of public health in different social settings. The students examine policy, organizational, social, and individual challenges to these problems, addressing issues such as equity in health and setting public health programs, and identifying opportunities for change. This course is mainly offered through didactic sessions.

Subspecialties**DREM 502, PSYT 502, OPTH 502 and ORLG 502 each 2 cr.**

These clerkships build upon classroom knowledge developed during the previous years of the medical program. Skill in the evaluation and diagnosis of patients in these subspecialties is developed through direct patient interviews and didactic sessions. Students are exposed to different clinical conditions at specialized hospitals and centres.

PSYT 502 Psychiatry

Students become familiar with the major categories of mental disorders, including diagnosis and some methods of therapy. In the process, they learn how to take a psychiatric history and to evaluate a patient's mental status.

DERM 502 Dermatology

The course provides relevant experience in the diagnosis and treatment of diseases that primarily affect the skin, and the recognition of skin changes that reflect multisystem diseases.

OPHTH 502 Ophthalmology

During this clerkship the clinically relevant anatomical aspects of the eye, orbit and visual pathways will be revisited and emphasized. A clear, logical, consistent and simple approach to patients presenting with ophthalmic disease will be taught and illustrated with clinical examples.

ORLG 502 Otolaryngology (E.N.T)

During the course students will draw on their previous knowledge learned in the earlier years about the head and neck and the ear, nose and throat to tackle the presenting clinical problems. Clinical teaching will mainly take place in the outpatients, but students will also have the opportunity to see ENT operations being performed.

School of Pharmacy

School of Pharmacy

Officers of the School

Gasim Badri	President of the University
Amna Elsadik Badri	Vice President for Academic Affairs
Amin Abdelrahim Elamin	Dean
Abdel Moneim Khalifa	Deputy Dean
Babiker Ahmed Badri	Registrar, ex-officio
Abubekr Abdelazim	Director of Admissions, ex-officio
Asia M. Makawi	University Librarian, ex-officio

Faculty List

Amin Abdel Rahim Elamin, Ph.D, University of Uppsala, Sweden, 1994, Professor, Dean.
 Abd Almoneim Osman Elkhalifa, Ph.D, University of Khartoum (1995), Professor.
 Abd Elrahman Hassan Ishag, Ph.D, University of London, 1974, Professor.
 Ahmed Al Nasri Hamza, Ph.D, University of Aberdeen, 1973, Professor.
 Elsheikh Ali Elobeid, Ph.D, University of Khartoum, 1996, Professor.
 Hassan. M.A. Hassan, PhD, University of London, England, 1972, Professor.
 Khaldamirghani Hamza Ph.D., University of Khartoum, 1990, Associate Professor.
 Limea F. Ismyail, Ph.D, Azerbaijan National Academy of Science, Institute of Physiology, 2005, Associate Professor.
 Sakina B. Elamin, Ph.D, University of Khartoum, 2010, Associate Professor.
 Amani Abdelkarim Mohamed Kheir, Ph.D, Uppsala University, Sweden, , 2011, Assistant Professor.
 Eyman Mohamed Eltayeb, PhD, University of Belfast, 2016, Assistant Professor.
 Faroug Mohamed Eljack, MSc, University of Gazira, 1988, Assistant Professor.
 Muna Elmahi, Ph.D Microbiology, Iowa State University, USA, 1978, Assistant Professor.
 Randa A.HadiGadallaDiab, Ph.D, Karolinska Institute, Sweden, 2014, Assistant Professor.
 Al Kansaa Hamad Ali Nassir, MSc.,Edinburgh University, UK, 2005, Lecturer.
 AllaAbubakeramin, MSc, University of Khartoum, 2014, Lecturer.
 Aya Mohie Eldin Mohamed, MSc., AUW 2016, Lecturer.
 Batoul Awad Alkarim, MSc, University of Juba, 2008, Lecturer.
 Enas Al Taher, MSc., AUW, 2016, Lecturer.
 Maha Adam Hamid,MSc, University of Khartoum,2013, Lecturer.
 Marwa Mohamed Ali, M Pharma, University of London, 2005, Lecturer.
 Mohamed Ismail Abd Elmutalib, MSc, University of Khartoum, 2013, Lecturer.
 Nahla Allagabo Fadlelmula, MSc, University of Khartoum, 2002, Lecturer.
 Omnia Ismail Abd Elgader, MSc, University of Khartoum, 2015, Lecturer.
 Reem Mamon, MSc., AUW, 2016, Lecturer.
 Reham Awad Alkareem, Msc, AUW, 2014, Lecturer.
 Sara Ahmed Ibrahim Eltaybed, MSc, University of Khartoum, 2013, Lecturer.
 Tasabih Khalaf Alla Adam Mohamed, MSc, University of Khartoum, 2014, Lecturer.

Mission

To adopt and provide a high level of contemporary methodologies in pharmaceutical studies and technical practices for the future female pharmacists to guarantee qualified and competitive graduates.

Vision

The School of Pharmacy strives to be a leading higher education institute in its field of specialty within the whole region and is also poised to partake competitively in the international arena of pharmacy education and pharmaceutical research.

Core Values

We are committed to excellence in all aspects. We seek and value collaboration and interdependency in all fields. We uphold the values of integrity, trust, honesty, and accountability in our actions as individuals and as an institution.

Objectives of the school

Since the profession of pharmacy is rapidly changing and the role of the pharmacist is extending much further than his/her dispensary and is becoming more patient-centred rather than only drug centered, pharmacy education must adapt to meet these changes. Consequently,

- The aim of the five-year Bachelor of Pharmacy (B. Pharm.) courses offered at the School of Pharmacy at AUW is to produce graduates with a wide knowledge and understanding of the sciences, technologies and practices which substantiate pharmacy as a profession.
- This knowledge, together with the clinical skills gained by the graduates in the eight clinical pharmacy courses taught at this school, will enable them to acquire the competencies suitable for their registration as pharmacists capable of building a career in any branch of the many branches of pharmacy.
- Any pre-registration practical training carried out by the student as part of her learning process is considered as an essential educational link between the undergraduate course and the graduate's work as a registered pharmacist.

Admissions Requirements

Refer to the Admissions Section.

Graduation Requirements

Refer to the General University Academic Information Section.

The curriculum

The academic courses occupy five years of full-time study. This school will follow the semester system (two semesters per year) and, as the laws of the Ahfad University require, each semester will be treated separately in terms of the courses results. The second semester of the last year will be devoted to a research project to be carried out by each student.

Each science course consists of two parts: theoretical and practical. The duration of the lecture is 50 minutes and each lecture is given the load of one credit hour. A laboratory practical, whether two or three hours, is considered one credit hour.

Each course is given:

- A course title.
- Course designation.
- A load in terms of credit hours.

As is clear from the course descriptions presented below, all the traditional disciplines of a pharmacy curriculum are offered. However, the policy of this school is to place special emphasis on Clinical Pharmacy, a field, it is hoped, this school will pioneer.

The proposed curriculum outline for

The B.pharm program March 2016

First Year: Basic Sciences

Semester 1		
Code	Course Title	credits
PHYS 101	Physics	3 + 0
CHEM 101	General Chemistry	3 + 0
BIOL 101	Biology I	3 + 0
ENGL 101	English Language I	3 + 0
PSYC 101	Psychology	3 + 0
SUDS 101	Sudanese studies	3 + 0
Total		18

Semester 2		
Code	Course Title	credits
ARAL 101	Arabic Language	3 + 0
BIOL 102	Biology II	3 + 0
CHEM 102	Organic Chemistry	3 + 0
ENGL 102	English Language II	3 + 0
MATH 102	Mathematics for Medical and Health Sciences	3 + 0
ENVI 101	Environmental studies	3 + 0
Total		18

Second Year: Basic Biomedical Science

Semester 3		
Code	Course Title	credits
PHYS 201	Physiology I	4 + 1
ANAT 201	Anatomy I & Histology I	2 + 0
PATH 201	Pathology I	2 + 0
CHEM 201	Organic chemistry II	2 + 1
PHCU 201	Pharmaceutics I	2 + 1
CHEM 203	Biochemistry I	2 + 1
MICR 201	Microbiology I	3 + 1
Total		22

Semester 4		
Code	Course Title	credits
PHYS 202	Physiology II	4 + 0
ANAT 202	Anatomy II & Histology	2 + 0
PATH 202	Pathology II	3 + 0
CHEM 202	Organic chemistry III	2 + 1
PHCO 202	Pharmacology & Therapeutics I	2 + 0
PHCU 202	Pharmaceutics II	2 + 1
CHEM 204	Biochemistry II	2 + 1
MICR 202	Microbiology II	2 + 0
Total		22

Third Year

Semester 5		
Code	Course Title	credits
PHCO 301	Pharmacology & Therapeutics II	2 + 1
CHEM303	Physical Chemistry	2 + 0
PHCU 301	Pharmaceutics III	2 + 1
CHEM 301	Analytical Chemistry I	2 + 1
NUTR 401	Nutriceutics	2 + 0
PHMN 301	Pharmacy Management I	0 + 2
MICR 301	Microbiology III	2 + 1
Total		18

Semester 6		
Code	Course Title	credits
PHCO 302	Pharmacology & Therapeutics III	2 + 1
PHCU 302	Pharmaceutics IV	2 + 1
CHEM 302	Analytical Chemistry II	2 + 1
BIOS 302	Biostatistics	2 + 0
PHCN 302	Pharmacognosy I	1 + 0
WOST 301	Women studies	2 + 0
PHPR 302	Pharmacy practice I	2 + 0
MICR 302	Pharmaceutical Microbiology & Biotechnology	2 + 0
PHMN 302	Pharmacy Management II	2 + 0
Total		20

Fourth Year

Semester 7		
Code	Course Title	credits
PHCO 401	Pharmacology & Therapeutics IV	2 + 1
CHEM 401	Medicinal Chemistry I	2 + 0
PHCU 401	Pharmaceutics V	2 + 1
PHAN 401	Pharmaceutical Analysis I	2 + 1

Semester 7		
Code	Course Title	credits
RUEX 401	Rural Extension	3 + 1
PHCN 401	Pharmacognosy II	2 + 1
PHMN 401	Pharmacy practice II	2 + 0
Total		20

Semester 8		
Code	Course Title	credits
PHCO 402	Pharmacology & Therapeutics V	2 + 1
CHEM 402	Medicinal Chemistry II	2 + 0
PHAN 402	Pharmaceutical Analysis II	2 + 1
PHCU 402	Pharmaceutics VI	2 + 0
PHCN 402	Pharmacognosy III	2 + 1
RESM 402	Research Methods	3 + 0
CLIN 402	Clinical Pharmacy I	2 + 1
Total		19

Fifth Year

Semester 9		
Code	Course Title	credits
PHCO 501	Pharmacology & Therapeutics VI	2 + 0
CHEM 501	Medicinal Chemistry III	2 + 0
PHCU 501	Pharmaceutics VII	2 + 0
TOXI 501	Toxicology & Forensic Pharmacy	2 + 0
PHCN 501	Pharmacognosy IV	2 + 0
CLIN 501	Clinical Pharmacy II	2 + 1
ETHI 501	Ethics & Pharmacy Business	2 + 0
Total		15

Semester 10		
Code	Course Title	credits
PHCO 502	Pharmacology & Therapeutics VII	2 + 0
PHCU 502	Pharmaceutics VIII	2 + 0
CHEM 502	Medicinal Chemistry IV	2 + 0
PHCN 502	Pharmacognosy V (Plant chemistry)	2 + 1
RESP 502	Research Project	6 + 0
Total		15

*The total of credit hours are = (151) + 36 credit hours for the Fresh-man year = 187 + 6 (UPP)= 193 credit Hours.

MICR 301 Pharmaceutical Microbiology 1II 3 cr.
This course focuses on control of infectious microorganisms. Topics include the following: Infection control and healthcare associated infections. Relevance and importance in Pharmacy, Principles of Sterilization and Disinfection in Healthcare, The Selection and use of antimicrobial agents, Antimicrobial Resistance, and Antibiotic Stewardship.

PHCO 301 Pharmacology and therapeutics II 2 cr.
The course consists of theoretical and practical part and designed to provide knowledge about drugs acting on adrenergic system, autacoids and their role and drugs manage renal system disorders as diuretics. The practical part focuses on the effect of cholinergic and adrenergic drugs in vitro. *Prerequisite: PHCO 202.*

CHEM 303 Physical Chemistry 2 cr.
The course consists only of a theoretical part. The course introduces the student to the concept of quantum mechanical world of the atom, thermodynamics and its application to pharmaceutical systems, chemical kinetics and the stability of molecules.

PHCU 301 Pharmaceutics III 3 cr.
This course consists of theoretical and practical parts which are complementary to each other and is designed to provide students with the skills need to perform any pharmaceutical calculations. *Prerequisite: PHCU 202.*

CHEM 301 Analytical chemistry I 3 cr.
This course is designed to make the students familiar with more sophisticated techniques used in chemical analysis both manual and instrumental, and also to give more information about certain chemical phenomena such as precipitation and complex formation.

RUEX 401 Rural Extension 4 cr.
The purpose of this course is to provide the students with knowledge, skills and techniques essential for Extension and Rural Development workers. Special attention is given to basic concepts of development and change, extension, diffusion and adoption as well as communication. The course also gives special consideration to reproductive health issues as well as current problems of rural development. Refer to the university general courses.

PHPR 301 Pharmacy Practice I 2 cr.
The course consists of theoretical and practical components, designed to outline the role of the pharmacist in the health care system particularly the recent development in the services provided by the pharmacist including the need for lifelong learning. The tools needed such as social and behavioural aspects and the importance of communication skills are thoroughly discussed and explained.

MICR 302 Pharmaceutical Microbiology IV 2 cr.
The course is an introduction to the manufacturing of drugs from microorganisms. Sterile Pharmaceutical Products, Principles of Good Manufacturing Practice, The Manufacture and Quality Control of Immunological Products, and Recombinant DNA Technology. Pharmaceutical Products.

PHCO 302 Pharmacology and therapeutics III cr.

The course consists of complimentary theoretical and practical parts; it is designed to provide knowledge in the cardiovascular system: drugs therapy for heart failure, antiarrhythmic, antianginal and antihypertensive, in addition to the drugs that act on blood disorders such as antianemic, anti-thrombotic and thrombolytic and anti hyperlipidemics.

Prerequisite: PHCO 301.

PHCU 302 Pharmaceutics IV 2 cr.

This course consists of complimentary theoretical and practical parts. This course is designed to provide students with introduction to the surface and interfacial phenomena's, adsorption, rheology, colloids and disperse systems, solutions of non-electrolytes, the theory of strong electrolytes, ionic equilibria, buffer and ionic solutions, solubility and distribution phenomena.

CHEM 302 Analytical chemistry II 3 cr.

By the end of the course the student should be familiar and fully aware of the theoretical and practical concepts concerning the analytical separation such as solvent extractions, precipitation, making agents and Ion exchange separation. *Prerequisite: CHEM 301.*

BIOS 302 Biostatistics 2 cr.

The course outlines the definition of data, knowledge, information and wisdom. It also outlines probability and normal distribution, types of data, quantitative graphics and types of graph used in research.

PHCN 302 Pharmacognosy I 3 cr.

The course gives general introduction to Pharmacognosy, binomial nomenclature, and active ingredients in plants and factors affecting it.

WOST 302 Women studies 2 cr.

The purpose of this course is to make students gain self-actualization through raising their awareness regarding their situation and their status in society, to enable students to look critically at their roles in the society, to build their analytical capacities so as to be effective agents for change and development, and to provide the student with knowledge of feminism and Women's Movements as tools for promotion of women's condition and positions to achieve empowerment and solidarity for action.

PHPR 302 Pharmacy Practice II 2 cr.

The course consists of complimentary theoretical and practical components, designed to outline the role of the pharmacist in the health care system particularly the recent development in the services provided by the pharmacist including the need for lifelong learning. The tools needed such as social and behavioral aspects and the importance of communication skills are thoroughly discussed and explained.

PHCO 401 Pharmacology and therapeutics IV 3 cr.

The course consists of theoretical and practical part designed to provide knowledge on respiratory system as anti-asthmatic, anti-cough, allergic rhinitis and COPD drugs. The second part focus on drugs act on central nervous system as neurotransmitters, anti-epileptics, anaesthetics, anti-Parkinson, anti-psychotics and depressants.

- CHEM 401 Medicinal Chemistry I 2 cr.**
Introduction to the discipline and its application in drug development. Fundamentals of Pharmaceutical Chemistry. Physicochemical properties and their effect on drug activity. Drug receptor interaction/ stereochemistry. Structure activity relationship and Quantitative structure activity relationship. Drug metabolism/biotransformation. Application of the principles of pharmaceutical chemistry on Anti-inflammatory drugs; steroids and nonsteroidal anti-inflammatory drugs (NSAID's).
- PHCU 401 Pharmaceutics V 3 cr.**
This course consists of theoretical and practical parts. The course is designed to provide the students with the concepts and practice of the different industrial processes related to manufacture of pharmaceuticals. The students will be introduced to the concepts of heat transfer, heating, milling, mixing, drying and moisture content, granulation.
- PHAN 401 Pharmaceutical Analysis I 3 cr.**
This course is designed to cover the regions of electromagnetic radiation and their uses. Application of UV, IR, NMR, MS & spectroflurometry in structure elucidation of organic molecules and pharmaceuticals. As well as the application of GC and HPLC in separation, purification and quality control analysis of organic compounds and pharmaceuticals.
- MICR 401 Microbiology III 2 cr.**
The course is an introduction to immunology where students learn about the human immune system. Students will learn the events constituting the specific immune response, antigen-antibody reaction, autoimmune diseases, and types of hypersensitivity.
- NUTR 401 Nutraceuticals 2 cr.**
The course cover the basic nutrition principles important for a pharmacist. It covers nutrition assessment and diet, paediatrics, pregnancy and lactation, infants, elderly and requirements is specific disease state. The course include a critical review and determination of patient requirements in parenteral feeding in addition to understanding nutrition facts and label and drug-nutrients interactions.
- PHCN 401 Pharmacognosy II 3 cr.**
This course describe in detail the different parts of plant including root, seeds, leaves, fruits, flowers. It also gives overview bout animal derived drugs. *Prerequisite: PHCN 302.*
- PHCO 402 Pharmacology and therapeutics V 3 cr.**
The course consists of a theoretical part & a practical one. The course is designed to provide students with the basic knowledge of drugs used to treat disorders of the digestive and the endocrine systems. The course also covers non-steroidal anti-inflammatory drugs (NSAIDs).
- CHEM 402 Medicinal chemistry II 2 cr.**
The course discusses the fundamentals of medicinal chemistry of drugs acting on CNS and on endocrine systems. It highlights desired chemical feature of each group and its relevance to pharmacological profile in addition to the synthesis and biotransformation of each group. *Prerequisite: CHEM 401.*

PHMN 502 Pharmacy Management II 2 cr.
This course studies drug supply management and total quality management including Quality assurance principles. *Prerequisite: PHMN 501.*

RESP 502 Research Project 6 cr.
Refer to the university general courses.

School of Languages

School of Languages

Officers of the School

Gasim Badri	President of the University
Amna Elsadik Badri	Vice President for Academic Affairs
Salah Alkarib	Dean
Amna M. Bedri	Deputy Dean
Babiker Ahmed Badri	Registrar, ex-officio
Abubekr Abdelazim	Director of Admissions, ex-officio
Asia M. Makawi	University Librarian, ex-officio

Faculty List

Salah Alkarib, MA, University of London, 1966, Professor; Dean
 Amna Mohamed Bedri, Ph.D., University of Khartoum, 2001, Associate Professor.
 Amna Abdelgadir, Ph.D., University of Reading, 1993, Associate Professor.
 Eiman Abbas, Ph.D. SAOS, 2004, Assistant Professor.
 Abu El Gasim Abd El Rahman Adam, M.A., University of Sudan for Science and Technology, 2014, Lecturer.
 AfafDiab, MA, University of Khartoum, 2008, Lecturer.
 Amira Ahmed Mohammed Alnagar, M.A., ELT- University of Khartoum, 2011, Lecturer.
 Amira AltijaniShoib, M.A., English Literature, Neelane University, 2015. lecturer
 Abdelrahim Mohamed Hamid, Postgraduate Diploma of Education, American University of Beirut, 1968, Lecturer.
 BoranYusifBadri, MA, University of Edinburgh, 1988, Lecturer.
 FatmaAbd El Karim Abd El Rahman, MA., University of Khartoum, 1999, Lecturer.
 Fatma Ahmed Abdel Rahim, M.A. AUW 2014, lecturer.
 FatmaAwad, B.Sc.,University of Khartoum, 1963, Lecturer.
 Khalid Hamza Mohammed Ginawi, MA, University of Khartoum, 2011, Lecturer.
 Mashaer Mohammed Washi, PhD English Literature, Sudan University of Science and Technology, 2015, Assistant Professor.
 Mohamed El Sheikh AbdAlla El Shafeea, M.A, University of Khartoum, 2014, Lecturer.
 Mohamed YahiaSimawi, MA, University of Khartoum, 2001, Lecturer.
 Mujtaba Saeed Arman, M.A. - University of Juba, 2005, Lecturer.
 Omar Yousif El Hassan, M.A,Nile Valley University, 2010, Lecturer.
 Omnia Samir Eissa Ahmed, MA, AUW, 2014, Lecturer.
 Osman Khalifa, Higher Diploma,Unuiversity of Leeds, Bakht Al Ruda, 1971., Lecturer.
 Rania Husieen Abu elgasim Abdel Rahman, MA, AUW, 2014, Lecturer.
 Rawia Mohamed Abdel-Gadir Omar, MA, University of Khartoum, 1997, Lecturer.
 Safa Abdelhameed Mohammed, MA, University of Khartoum - 2010, Lecturer.
 Salma Ahmed Mohamed Abdel-Rahman, MA, University of Khartoum, 2001, Lecturer.

Arabic Department

Ahmed Haj Ali El Noor, MA, Arabic Language, Elzaeem Elazahri University, 2010.
 Ali Arif Ali Mustafa, High Diploma, Arabic language, Bakht Erruda, 1959.
 Hussein Osman Hussein, BA and High Diploma, Arabic Language, American University of Beirut, 1966.
 Ibrahim Abdel Wahid Mohamed, PhD, Arabic Language, Omdurman Islamic University, 2013.

Historical Background

The School of Languages was established in 2015 (known as The English Language Unit since 1996, it was upgraded to an Institute in 2009) in order to coordinate the teaching of English in all schools of the University, to work towards improving the students' standard in English and to run English language required courses, BA in English language / teaching and postgraduate degrees (Diploma, MA and PhD). The School also has four functions: teacher development, student development, material production, services and evaluation. The School is also responsible for administration of all courses of the University Preparatory Programme (English language courses, Study Skills, Talent Development and Arabic courses)

Mission

To provide service quality language instruction for all individuals in or outside Ahfad University for Women who need to use English as medium of communication, for academic or professional purposes, in addition to the instruction of other languages such as Arabic and French.

Vision

To become one of the leading language institutes in Sudan by setting standards of excellence in the area of teaching and learning languages.

Core Values

The main core values are:

- Abiding by international academic standards of language teaching and learning
- Continuity in keeping abreast of developments in the field
- Academic integrity
- Encouraging enquiry and expression
- Collaboration
- Achieve professionalism in language education
- Foster respect for diversity and multiculturalism

Courses Delivered by the School

University General Education Requirements

- University Preparatory Program
- Study Skills Course
- Talent Development
- University Required English language courses.
- University Required Arabic language courses

University Preparatory Program

UPP Vision Statement

The UPP aims to be the foundation for building the requisite English language and academic literacy skills needed for the success of students in their respective fields of specialization at the university level.

UPP Mission Statement

The UPP strives to develop students' English language proficiency, communicative competence, and academic literary skills as well as build their ability to understand and appreciate academic life.

UPP Program Learning Outcomes

Having successfully completed the UPP, the student will be able to:

- Communicate effectively and efficiently in a variety of authentic academic and social settings and situations;
- Comprehend a variety of text types from spoken and written academic and social discourse;
- Perform communicative language functions in various academic and social contexts;
- Utilize available print and non-print information sources;
- Produce coherent and well-structured oral and written assignments;
- Function effectively and appropriately in accordance with established university rules and regulations;
- Appreciate the role of the English language in academic and social life.

Course Descriptions

STSK 100 **Study Skills** **3 cr.**
This course aims at preparing students for their life and study at the university, and helps them to bridge the gap between school and university studies. This course is to be used by students to develop more effective academic strategies and techniques. Areas to be addressed are study skills, general academic remediation, and preparation for the examinations. Students are also introduced to new academic skills such as making presentations and using reference material. The course will also orient the students to the nature of university study with special focus on AUW (Alhafeed library and different events held at the university).

TALE 100 **Talents Development (a, b, c, d or e)** **3 cr.**
This course helps students discover and develop their talents in one of five different fields; Art, Sports, Journalism, Music and Drama. Students receive the education, encouragement and support they need to grow into confident, accomplished and well-rounded people. It also involves participation in university activities and in competitions within and outside the university.

ENGL 101 **English Language I** **3 cr.**

ENGL 102 **English Language II** **3 cr.**

ENGL 201 English for Health Sciences 3 cr.

This is a reading and writing course for students of the School of Health Science to help them deal with their studies through the medium of English. It includes carefully- graded practice. Training in these skills focuses mainly on reading strategies and writing mechanics and the particular scientific concepts and vocabulary, which help them to participate successfully in classroom work.

ENGL 202 English for Health Sciences 3 cr.

This course includes carefully- graded practice and other key academic skills that students need. Training in these skills focuses mainly on reading strategies and writing mechanics and the particular scientific concepts and vocabulary, which help students to participate successfully in classroom work. Students will also have to write assignments applying different writing techniques presented in this course.

ENGL 203 English for Psychology 3 cr.

This is a skill- based course designed for students of Psychology whose medium of instruction is English. It includes basically carefully- graded practice and other key academic skills that students need. Training in these skills includes listening to lectures, speaking in seminars and the particular psychology concepts and methods which help them to participate successfully within and outside the field of studying psychology.

ENGL 204 English for Psychology 3 cr.

This course includes practice in key academic and research skills that students need. Training in these skills includes listening to lectures, giving presentations and the particular psychology concepts and methods which help them to participate successfully in their field of study and future academic and professional life.

ENGL 205 English for Business Studies 3 cr.

This is a skill-based course designed specifically for students of business studies. It provides carefully graded practice and progression in the key academic skills that students need. It also equips students with the specialist business language they need to participate successfully within the academic environment.

ENGL 206 English for Business Studies 3 cr.

This course is designed specifically for students of business studies. It provides practice in key academic skills that students need. It also equips students with the specialist business language and research skills they need to participate successfully within a business environment.

ENGL 207 English for Environmental Studies 3 cr.

This is a reading and writing course designed for students of the School of REED to help students study through the medium of English. It includes carefully- graded practice and other key academic skills that students need. Training in these skills focuses mainly on reading strategies and writing mechanics and the particular environmental concepts, which help them to participate successfully within and outside the School of REED. Students will also participate in classroom discussion of issues raised in the textbook.

ENGL 208**English for Environmental Studies****3 cr.**

This is a course designed for students of the School of REED. It includes carefully- graded practice and other key academic skills that students need. The course also includes training in academic, research and professional skills which help them to participate successfully within and outside the School of REED.

Undergraduates programs

The School will offer a BA honors English program with two majors;

- BA English language and Literature
- BA English Language Teaching

Admission into the program depends on student's standard of English language, available places and student preference.

Degree Requirements

The requirements for a BA (Honors) degree in Language or Literature are 94 credits for students entering the BA Program at the sophomore level. The distribution requirements for these course credits are explained in the following sections.

Mission

To provide quality English language instruction to all individuals who have chosen English as their medium of communication for academic or professional pursuits and to promote international and intercultural understanding.

Vision

To become one of the leading institutes in Sudan and then in the world by setting standards of excellence in innovative curriculum design, teaching, professional development, and cross-cultural understanding.

Programme Description

This BA (Honors) Program aims at providing students with excellent communication skills, an aptitude and feeling for language and a keen interest in other cultures, in addition, to having confidence to use the language. It will also help them to improve their fluency and knowledge of the language through acquisition of linguistic and communicative competence.

The Teaching and Learning Process

There will be a variety of teaching methods including lectures, practical applications, seminars, presentations, and small group discussions. The program aims to promote collaborative/ cooperative learning which provides students with the opportunity to pool experiences and share problems and solutions, in addition to a practical component in the major of ELT.

Academic Degree

For graduation with a Bachelor of Arts (Honors) Degree in English Language and Literature or ELT majors, the students should successfully complete the study of 145 Cr. in ten semesters following the UPP.

Duration

- The program is full-time and spreads over ten semesters. In addition to the First Year Program of 30 Cr., the individual major course loads are distributed as given in details below.
- The major Core Compulsory Courses 60 Cr. during semesters 3 and 4 of level 200.
- Discipline Compulsory Courses 34 Cr. for each major in semesters 5 and 6 of level 300, level 400 and level 500
- 30 Cr. courses in the Freshman year.
- 6 Cr. during the UPP (STSK 100, TALE 100) and 15 cr. of University requirements.

Plan of Study

Courses for the two majors

- The major requirements are distributed as follows:
- Core Compulsory Courses (60 Cr. during semesters 3 and 4).
- Discipline Compulsory Courses (34 Cr. for each major semesters 5, 6, 7,8,9 and 10) in addition to (21 Cr. for university required courses).

BA English

Second year

Semester 3		
Code	Course Title	Credits
ENGL 209	Communicative Grammar	3
ENGL 210	Writing Skills I	3
ENGL 211	Intensive Reading	3
ENGL 212	Aural/Oral Skills	3
ENGL 213	English 3	3
Total		15

Semester 4		
Code	Course Title for all three options	Credits
ENGL 209	Communicative Grammar	3
ENGL 210	Writing Skills I	3
ENGL 211	Intensive Reading	3
ENGL 212	Aural/Oral Skills	3
ENGL 213	English 3	3
Total		15

BA English Language and Literature Major**Third Year**

Semester 5		
Code	Course Title: TEFL option	Credits
ENGL 301	Oral Presentation	3
ENGL 302	Second Language Learning Principles	3
RURX 301	Rural Extension	4
WOST 301	Gender Studies	2
Total		12

Semester 6		
Code	Course Title	Credits
ENGL 303	The Short Story	3
ENLL 304	Introduction to Drama	3
ENLL 305	British Fiction	3
ENGL 306	Phonology	3
Total		12

Fourth Year

Semester 7		
Code	Course Title	Credits
ENGL 401	Syntax	3
ENGL 402	Morphology	3
ENGL 403	Language in Context	3
ENLL 404	Modern American Fiction	3
Total		12

Semester 8		
Code	Course Title	Credits
ENLL 405	Modern Drama	3
ENGL 406	Translation	3
RESM 401	Research Methods	3
ENLL 407	Modern American Poetry	4
Total		13

Fifth Year

Semester 9		
Code	Course Title: English Language and Literature	Credits
ENLL 501	African Literature	4
ENLL 502	*Advanced Linguistics	4
ENGL 503	Gender and Literature	3
Total		11

**The course 202 LING Introduction to Linguistics is a prerequisite to ENLL 502.

Semester 10		
Code	Course Title	Credits
ENLL 504	Comparative Literature	4
RESM	Research Project	6
ENLL 505	Topics in linguistics	3
ENLL 506	World Literature	3
Total		14

BA English – English Language Teaching Majors

Third Year

Semester 5		
Code	Course Title: English language Teaching (ELT) Option	Credits
ENGL 301	Oral Presentation	3
ENGL 302	Second Language Learning Principles	3
RURX	Rural Extension	4
WOST	Gender Studies	2
Total		12

Semester 6		
Code	Course Title: ELT option	Credits
ENGL 303	The Short Story	3
ENLT 304	Second language Acquisitions	3
ENLT 305	Classroom Language and Management	3
ENGL 306	Phonology	3
Total		12

Fourth Year

Semester 7		
Code	Course Title: ELT option	Credits
ENGL 401	Syntax	3
ENGL 402	Morphology	3
ENGL 403	Language in Context	3
ENLT 404	Basic Principles of Teaching Language	4
Total		13

Semester 8		
Code	Course Title: ELT option	Credits
ENLT 405	Modern Trends of Language Teaching	4
ENGL 406	Translation	4
RESM 401	Research Methods	3
ENLT 407	Techniques of Teaching Language Skills II	4
Total		13

ENGL 213 English III 3 cr.

This course builds on the previous courses of ENGL 101 and 102. The purpose of this course is two-fold: (1) to enhance learner confidence and fluency when using English for interactive and communicative purposes; (2) to improve upon study skills/strategies and critical and analytical thinking skills needed for successful academic work at the university level.

ENGL 214 English Phonetics 3 cr.

This course lays emphasis on practical phonetics and pronunciation. A short component in practical phonetics will be given as an introduction. Particular emphasis will be placed on class participation, group work and pronunciation work. Some classes may be conducted outside of the classroom (e.g. in the computer lab).

ENGL 215 Extensive Reading 3 cr.

The course contains a selection of reading materials and activities which aim at producing autonomous readers; such materials include selected reading articles of current issues from journals, magazines, internet, reading books and novels. It is accompanied by activities for developing students reading skills (note taking, presentation, conducting seminars, debate).

ENGL 216 Writing Skills II 3 cr.

This course builds on the previous course with more emphasis on the discourse aspects of writing and more detailed analysis of written texts covering different genres. Each writing task is preceded by a discussion of the presupposed audience, purpose, relevance, style, coherence, organization and purpose based on a written model.

*The course of Writing Skills I is a prerequisite

ENGL 217 Introduction to Linguistics 3 cr.

This course aims to help students understand the phenomenon of language and familiarize them with the basic linguistic concepts such as the specific properties of human language, levels of language analysis and fundamental concepts related to language study and development of linguistics.

ENGL 218 Introduction to Literature 3 cr.

This course introduces students to a more creative use of the language covering different literary genres. It develops students' interest in reading in general and literary texts in particular so as to understand and appreciate underlying style of language, cultures and ideologies. This is will eventually help them to develop their stylistic abilities, creative writing and their appreciation for reading literature.

ENGL 301 Oral Presentation skills 3 cr.

This course helps to equip the students with necessary skills to make effective presentations such as to plan, collect information from written material, interviews, surveys, etc., and deliver the presentation using audio/visual aids.

ENGL 302 Second Language Learning Principles 3 cr.

By the end of this course, students will be introduced to the major issues and theories in the field of second language learning and first language acquisition. The course will also discuss the process and factors affecting language learning.

WOST	Gender Studies	2 cr
RURX	Rural Extension	4 cr.
ENGL 303	The Short Story	3 cr.
<p>An introduction to the genre of the short story, including the elements of the form: narration, point of view, character, plot and metaphorical language. Students will sample a broad spectrum of short stories to explore the scope and variety of this form of literature. Point of view, characterization, language, and other elements will be emphasized; students will analyze, interpret, and evaluate the stories.</p>		
ENLL 304	Introduction to Drama	3 cr.
<p>An introduction to the nature of theatre as a performing art. Students study selected plays from the perspectives of characters, language, themes and context. Students will examine the strategies of playwrights to develop the ability to imagine the play in performance and to appreciate the range of theatre's possibilities.</p>		
ENLL 305	British Fiction	3 cr.
<p>This course provides a survey of modern British fiction and its writers. A close critical reading of three novels allows students to understand each work on its own terms, and what it represents relating it to the writer's work on the one hand and the major themes of modern British fiction on the other.</p>		
ENGL 306	Phonology	3 cr.
<p>This course covers a classification and description of English sound, the nature and structure of the English syllable, word stress, sentence stress, intonation and sound change in modern English besides the English phoneme.</p>		
ENGL 401	Syntax	3 cr.
<p>This course will help students to have better understanding of the nature of the syntactic system of language. The course also aims at widening students' knowledge about surface structure and deep structure, revising previous knowledge of grammar and exposing students to methods of syntactic analysis relating it to the meaning of sentences.</p>		
ENGL 402	Morphology	3 cr.
<p>This course introduces the study of English morphemes and word structure including the process of affixation. It will also involve analysis of sentences at the word level and different kinds of inflections.</p>		
LCON 403	Language in Context	3 cr.
<p>This course provides an introduction to discourse analysis and the different approaches used in the analysis of written and spoken discourse. The course will also look into language variation and change besides the study of the relationship between language and society and analysis of language in social situations.</p>		
ENLL 404	Modern American Fiction	3 cr.
<p>This course is a survey of American literature and literary history, from the early colonial period to the present. The aim of the course is to acquaint students with American literature in its different genres. Students are expected to read some representative novels, poems and plays.</p>		

Centres

Ahfad Centre for Science and Technology (ACST)

Director: Abu Baker Osman Uro

Faculty Members

Abubaker Babikir Uro, Ph D, University of Khartoum, 1988, Professor
 Fayza Hussein Abdalla Osman, Ph D, University of Khartoum, 1997, Associate Professor
 Elfadil Mustafa Abbas Mohamed, Ph D, Philipps University –Germany, 2014, Assistant Professor
 Hassan Alsidig Hassan Hajelsafi, Ph D, University of Khartoum, 2015, Assistant Professor
 Mutaz Elsheikh Ahmed Elshiek, Ph D, Alneelain University, 2014, Assistant Professor
 Abdelhafiz Mohamed El Sadig, M Sc, University of Khartoum, 2010, Lecturer
 Aisha Elnour Mohammed Badico, M Sc, Sudan University of Science and Technology, 2003, Lecturer.
 Alkhair Idris Abdalmahmoud, M Sc, University of Khartoum, 2008, Lecturer
 Almuqira Salm Elhag, M Sc, University of Khartoum, 2009, Lecturer
 Amal Mohamed Ali, M Sc, Sudan Academy of Sciences, 2011, Lecturer
 Amel Suliman Ali, M Sc, University of Khartoum, 2005, Lecturer
 Amna Elobied Sewaikit, M Sc, University of Khartoum, 2012, Lecturer
 Egbal Yousif Gaffer Mohamed, M Sc, University of Khartoum, 2015, Lecturer
 Ekram Bashir Algaili Ahmed, M Sc, Sudan University of Science and Technology, 2014, Lecturer
 Elham Abdelrahman Mohamed Kheir, M Sc, University of Khartoum, 2008, Lecturer
 Hanan Atta Hassan Ahmed, M Sc, Ahfad University for Women, 2013, Lecturer
 Hayda Obied Abdelnour, M Sc, University of Khartoum, 1997, Lecturer
 Hussam Ali Osman Ballula, M Sc, Sudan University of Science and Technology, 2006, Lecturer
 Maha Mansour Abdelbari Hamid, M Sc, University of Khartoum, 1997, Lecturer
 Mahjoub Ahmed Mahjoub Mohammed, M Sc, University of Gezira, 2014, Lecturer
 Nisreen Mohamed Osman, M Sc, Sudan University of Science and Technology, 2009, Lecturer
 Rayed Mohamed Abdelmageed, M Sc, University of Khartoum, 2008, Lecturer
 Reham Salim Gadin, M Sc, Sudan University of Science and Technology, 2010, Lecturer
 Sara Safeldeen Aldekhairy, M Sc, Sudan University of Science and Technology, 2015, Lecturer
 Suzan Kheirleseed Mohamed, M Sc, University of Bahry, 2015, Lecturer

History

The first two laboratories of Ahfad University for Women were established in 1966 with the start of the School of Family Sciences. These laboratories multiplied and developed to provide the necessary facilities for the new schools that were opened at AUW in order to develop the skills and competencies of the future scientists. The schools served by the unit are the School of Family Sciences and School of Rural Extension Education and Development (REED) since 1987, the School of Medicine since 1990, and The School of Pharmacy since 2001. In 1989, the school of Family Sciences started a program offering a post-graduate Diploma which was up-graded to an Master's program in Human Nutrition in 1998. In 2003, Ahfad University established a centre for Science and Technology to take over the teaching and supervising of all the basic and applied sciences theories and practices. There was, thus, a demand for highly developed and adequately equipped laboratories to match the progress of the university as a whole. This emphasized the importance of establishing an independent, specialized laboratories unit to take over the responsibility of fulfilling all the experimental needs of the schools. This is done by providing qualified teaching staff; materials and equipment.

Vision

The vision of the Ahfad Centre for Science and technology is to be a regionally and internationally accredited centre that provides in addition to academic practicum and research, a referral service to the national multi-disciplinal laboratories.

Mission

The mission of the Ahfad Centre for Science and technology is to facilitate, accommodate and run high quality basic and applied sciences research laboratories that contribute to Ahfad's academic development, staff and students research and the well-being of the community.

Aims and objectives

- To teach basic and applied sciences for scientific schools
- To provide means for carrying out experimental work which explains and demonstrates the theoretical aspects of different subjects.
- To raise the experimental skills of the students and develop their scientific thinking and exploration.
- To provide research facilities to students at the master's levels in addition to those in the fifth and fourth year grades.
- To help and develop teaching staff by providing research facilities in different disciplines.
- To train the junior staff, teaching assistants and laboratory technologists in laboratory management and skills.

The Centre consists of:

- Twelve laboratories for undergraduate students run and supervised by fifty-four full-time staff members and a number of visiting professors and senior staff from other local and international institutions in addition to highly qualified technical staff.
- Two research laboratories.
- Five preparation rooms, one room for sterilization, and another for bacteria culture.
- Two store rooms for chemicals and equipment.
- An animal House.

Ahfad Faculty and Staff Development Centre (AFSDC)

Director: Salaheldin Mohamed Elamin

Associate Faculty Members

Fayza Hussein Abdalla, PhD
Nagla Babelkheir Ibrahim Taha, PhD
Niveen Salah EldinElmagboul, PhD
OmaimaSalih, PhD
Alawia Ibrahim, Farag, PhD

Faculty and Staff

Salaheldin Mohamed Elamin, PhD London (1973), Professor, Director of centre.
Amira Yahia, M.Ed., Curriculum Studies, University of Khartoum (1998) Lecturer. (On Leave)
Ghada Rudwan, MSc, University of Twente, Netherlands (2000), Lecturer.
Sahar M. Elfatih Abdul Rahim BSc AUW (20160) Administrative Assistant

Introduction

Ahfad Faculty and Staff Development Centre, formerly known as The Teachers' Research Resource Unit (TRRU)/Ahfad Staff Training Centre (ASTC), was established in1996 “to improve the quality of teaching and learning in Ahfad University.” It was established with some generous help from the government of the Netherlands.

Vision

Its vision is to become a recognized national, regional and international centre for excellence in educational, academic and professional skills development, responding to the rapid global changes, through creating well-organized training programs, enhancing learning facilitation, knowledge production and outreach skills and promoting activities of AUW faculty and staff.

Mission

The mission of the centre is to advance academic and professional excellence by sourcing and making use of available resources and expertise that will make AUW faculty (academic staff) effective learning facilitators, knowledge producers and development agents and to assist AUW support staff to become effective movers of a knowledgeable organization.

Strategic directions

The centre uses training strategies and programs that will enhance the capacities of AUW academic and support staff to realize the university's vision and fulfil its mission in line with the university's strategic directions.

Aim, Objectives and Activities

The overall aim of AFSDC is to contribute towards the capacity building of AUW so as to enable it to maintain a high level of excellence in performing its functions and achieving its goals.

Together with other units and bodies of the University, AFSDC initiates and coordinates activities that lead towards this aim and achieving these objectives.

Such activities include:

Staff Development Activities

These aim at developing the competencies of university staff (both academic and supporting) in different relevant areas, which will help them improve their performance in carrying out their various functions and playing their different roles within the university and in the community. Thus, the centre holds training courses and other activities that improve:

- The quality of learning and learning facilitation (teaching).
- Research and research supervision skills.
- Student guidance and counselling skills.
- Community service, including extension, consultancy etc.
- Administrative skills.
- Any other related functions and roles or sub-themes of the above.

Resource Centre

The centre tries hard to source the resources available within the university and/ or accessible from other sources to help AUW faculty and staff to improve their performance and build their capacities. It works with AUW IT unit and other sources (available through international links) to train faculty and staff to use IT effectively in learning facilitation, research and education management.

Any other relevant activity or task that may be assigned to the centre by the president of AUW or its Academic Board. Examples are conversion to course unit system and academic restructuring processes.

Steering Committee

A steering committee sets the general policies and plans for the centre. It comprises:

- Vice president of AUW for Academic Affairs (Chairperson),
- The librarian,
- Deans of schools and institutes (or their representatives),
- Head of Documentation Unit for Women Studies,
- Representative, Academic Council, and
- Head of the Centre (member and convenor).

Standing Committee

A standing committee helps in running the activities and programmes of the centre and liaises these activities with needs and requirements of different schools and units of the university. This committee comprises:

- All members and associate members of the centre
- One representative from each school, institute, unit or centre, and
- One representative of the Registrar's Office

Course/activity Committees

Every course or activity run by the centre has a coordinator and a committee that acts as a task force responsible for the academic and administrative preparation, execution, monitoring and evaluation of the course or activity.

Current Facilities

The centre occupies part of the fourth floor of Building D (D415).

Ahfad Family Health Centre

Medical Director: Hiba Youssef

Administrative Director: Sumaia Abdalla El-Sheikh

History

Ahfad Family Health Centre was formally established in 1994 in collaboration with the United Nation Population Fund (UNFPA). The centre promotes the health of the local community by providing quality comprehensive services (curative, preventive and promotive) to a defined population in the context of PHC strategies. Health education is provided at all levels based on the health status of the population. The centre also provides health care to Ahfad University students and employees. In addition, the centre operates as a teaching centre for medical students and postgraduate residents, providing a learning experience in a community-oriented primary care setting.

Objectives

The centre is established to address the following:

- To reduce high infant mortality and maternal mortality.
- To promote family planning services of eradication of traditional harmful practice through an integrated program of MCH/ FP services.
- To achieve the national goals of integrating mother and child health, family planning, eradication of harmful traditional practice in educational curricula of Ahfad University for Women.
- To achieve community changes in attitudes and gender relations that would have a positive impact on women's health.
- To raise the standard of health for all members of the community at the reproductive age. The Centre possesses a range of data.
- It processes and computes equipment.
- It has a variety of audio-visual aids, which are used in its training and research activities.

In addition to its own facilities, the centre as part of the University of Ahfad draws on the full range of the university services of resources.

Structure

With a professional body of full and part-time staff, the Centre has introduced its services through different units, which include

- Director
- Obstetrics- Gynecology and Pediatrics Unit
- Family Planning Unit
- Nutrition and Immunization Unit
- Laboratory
- Pharmacy
- Operating Room
- Computer and Medical Records Unit
- Financing
- Audio Visual Room.

Ahfad Trauma Centre (ATC)

Staff

Shahla Eltayeb (Assistant Professor)	Director of Ahfad Trauma centre
Amaal Jabralla (Associate Professor)	MD Consultant Psychiatrist, UK
Shayma Moh Bashier (Lecturer) MSc	Counselor/Therapist
Sulima Ishaq Sharif (Lecturer) MSc	Counselor/Therapist
Alia Badri (Assistant Professor)	Consultant Counselor/Therapist
Nuha Elsadig (Assistant Professor)	Consultant Counselor/Therapist
Maali Quarashi (Lecturer) MSc	Counselor/Therapist
Maysa ElSheikh (Lecturer) MSc	Counselor/Therapist
Aisha AlBaloola (Lecturer) MSc	Counselor/Therapist
Enas Fathi (Lecturer) MSc	Counselor/Therapist
Iman Farah (Lecturer) MSc	Counselor/Therapist
Manal Altayeb (Lecturer) MSc	Counselor/Therapist
Layla Kararn(Lecturer) MSc	Counselor/Therapist
Raga Mahmud(Lecturer) MSc	Counselor/Therapist
Mona Abdeen (Assistant Professor)	Consultant Counselor/Therapist

The ATC is a specialized service unit affiliated with the school of psychology; it aims to provide specialized mental health and psychosocial support for individuals, families and communities affected by adversity and traumatic events. Further the centre aims to provide community outreach services including training and assistance for professional cadre in the field of psychological and social support.

Vision

The ATC aspires to become a leading centre in providing comprehensive trauma counseling therapy and training to individuals and communities at national and international levels.

Mission

To help individuals, families and communities to recover from the trauma consequences and strengthen their resilience using cultural sensitive therapeutic approaches. To develop the capacities of multidisciplinary teams required.

Core values

- Culturally Sensitive, Individually Centered, and Free
- Accountability
- Quality
- Access (physical, Information, economical)
- Efficiency
- Service coordination and collaboration
- Empowerment/ participatory decision making
- Professional & system capacity building
- Autonomy
- Privacy and confidentiality

Early Childhood Development Centre (ECDC)

Director: Dr. Haram Badri

Vision

To be a leading national and regional institute in the provision of quality early childhood education programmes for young children as well as education, training and professional development of lifelong learners. Also, to support research, scholarship, and essential experience with children.

Mission

To promote a learning institution in partnership with parents, national and regional organisations to provide quality educational and training programmes towards the development of professional individuals with strong moral values and a passion for lifelong learning. Also, to promote multiple ways of learning and development of skills that will support children in the future, whether in school or in the world beyond.

Program

ECDC owes its origins to Ahfad University Kindergarten which was established in the early seventies. It developed into a semi-autonomous centre within the university in 1993.

The ECDC provides a number of services and facilities. It offers care and education for pre-schoolers, training of AUW students specialized in early childhood education as well other related fields, and training opportunities for kindergarten teachers from outside AUW. Also, ECDC provides counseling services for parents and children, especially children with special needs. It has scientific research facilities and a small library for AUW students and staff, in addition to those seeking information from other universities.

ECDC is the only scientific child development lab in Sudan. That is why its staff is carefully chosen from Ahfad graduates specialized in psychology and early childhood education.

Gender and Reproductive Health and Rights and Advocacy Centre (GRACe)

Advisory Board

AUW President

AUW Vice President for Academic Affairs

Director of AUW Research and Grants Unit

Director of AUW Strategic Planning Unit

Representative of UNFPA

Representative of UNICEF

Representative of WHO

Representatives from INGOs working on gender and reproductive health rights

National experts working in gender and reproductive health rights

Staff

Director: Dr. Nafisa M. Bedri

Nada Mustafa Habash, BSc, MSc

Dr. Tibyan Abdo Elhussein, MBBS, MPH

Eman A. Mustafa, BSc, MSc

Dr. Wafaa Amin Saeed Hussein, MBBS

Dr. Yussra M. Abbas, MBBS

Vision

GRACe's vision is to become a leading regional centre of excellence on gender and reproductive health and rights, to provide adequate resources for all stakeholders, build capacities, promote evidence-based planning and policy, empower women and men, and promote reproductive health as a fundamental human right.

Mission

GRACe's mission is to promote gender equality and reproductive health and rights of the community in general and women in particular, in Sudan and the region through building capacities, generating and disseminating relevant and usable knowledge and contributing to evidence-based planning and policies using a multidisciplinary/interdisciplinary approach.

Core Values

GRACe is guided by the values of gender equality, women empowerment, integrity, and respect for human rights and excellence. These values lead us to respond to the gap in high quality, policy-oriented research on gender and reproductive health and rights in Sudan and the region.

Specifically, GRACe undertakes systematic reviews and critical researches from a gender and socio-cultural perspective and strengthens the capacity of researchers for policy- and action-oriented research in the areas of reproductive health and rights, FGM/C, violence against women and children, child marriage, maternal and neonatal mortality.

GRACe also establishes and develops links and interactions between academic lecturers, researchers, students, practitioners and stakeholders, who share its values. This also aims at facilitating a process of systematically sharing and using knowledge, skills and experiences in gender and reproductive health rights by providing high-quality context- and need-specific training and capacity building.

The geographical focus of the research centre is national and regional; research primarily focuses on individuals and organizations working in reproductive health at all levels. Capacity building is mostly done for mid- to senior-level professional, as well as for researchers, health personnel, CSOs and university students.

Specific activities are training in research methodology, policy communication and policy brief development and production, and mapping actors working on FGM/C, combined with critical literature reviews and legal and advocacy approaches as means to combat FGM/C, gender-based violence and maternal mortality. Socio-cultural research is carried out on child marriage and HIV/AIDS in an overall attempt to validate and improve baseline data on gender and reproductive health. Finally, GRACe also operates as capacity builder on programmatic issues for UNFPA partners.

Email: grace@ahfad.edu.sd / ahfadgrace2013@gmail.com

Website: <http://grace.ahfad.edu.sd/>

Facebook: <https://www.facebook.com/GRACe>

Nutrition and Health Centre for Training and Research (NHCTR)

Director: Manal Abdeen

NCTR was established in January, 2001 with a clear vision of developing the field of nutrition and nutritionist in the country. The centre was approved by the University Academic Council to be affiliated to the School of Health Sciences. The centre was established in response to the growing need of the university and the country at large, to address Health and Nutrition issues in the Sudanese Communities.

Training goals

- Development of sustained institutional training capacity as well as human and financial resources, necessary for implementation of national nutrition programs.
- Development of quality training programs those cater to the numerical needs of personnel who have the necessary skills and competencies to implement national nutrition programs.

Research goals

- Developing of a cadre of professionals capable of conducting independent research and of training the next generation of professionals: academics, policy makers and researchers.
- Strengthening local capacity in Sudan to respond to nutrition research needs.
- Increasing the proportion of research in nutrition that is conducted by national or regional researchers.
- Increasing the level of input of researchers within the country in the definition of their countries' research priorities.

NCTR objectives

- To prepare quality and adequate numbers of national nutrition cadre and motivated professionals.
- To bridge the gap of inadequacies of human resources responsible for the planning, implementation, and evaluation of nutrition programs.
- To link the nutrition training and nutrition research to program operations.
- To provide training programs with targeted approach to the problem of malnutrition and capable of making a tangible difference at national level.

Babiker Badri Scientific Association for Women Studies

President: Faiza Hussein

Executive Director: AmaniTabidi

Babiker Badri Scientific Association for Women Studies (BBSAWS) is a voluntary, non-political, non-profit making, non-governmental organization (NGO) that is dedicated to enhancing women's status towards equality, empowerment, development and full realization of their human capacity. The Association is geared towards contributing to the development of a peaceful society that can offer the best quality of life to all its citizens.

The Association uses different approaches of cooperation, integration and solidarity at the local, national and international levels to realize its purposes. Hence, it has established membership and networking with other NGOs and ministerial committees, as well as international organizations. It has obtained affiliate status to the United Nations agencies and the related committees.

History

The Association was formed in 1979 as the fulfilment of a recommendation of the symposium of the Changing Status of Sudanese Women held in March 1979, by Ahfad University for Women to celebrate the Ahfad Diamond Jubilee. The Association was named after ShiekhBabikerBedri, the pioneer and initiator of women's education in Sudan. The Association was registered on the 24th, February 1979, under the Registrar of Voluntary Organization in the Ministry of Social Welfare; the association was re-registered in 1991 after new law for NGOs was issued.

Objectives

- To encourage and undertake research, programs, and projects to enhance the status of Sudanese women.
- To undertake programs that contribute towards women's empowerment.
- To undertake projects that contribute to the integration of women in development.
- To contribute effectively in regional, national and international programs, conferences and meetings that fosters the development of humanity in general and women in particular.

Major Areas of Activities

- Implementation of development projects in rural areas to integrate and enhance women's productive, reproductive and community roles.
- Involvement in the production of educational and advocacy materials for women in different areas, which are related to the offices activities. The materials can be audio-visual and printed ones.
- Involvement in different action-oriented researches, feasibility studies, and identification of successful projects for replication.

- Participation in different campaigns for the sake of achieving social change.
- Training women as Agents of change and developing their capacities as leaders, decision-makers, consultants and initiators of a new vision for women's enhancement.

Other activities include:

- Training in income generation skills, environmental conservation, home economics, maternal and child- health, family life education, appropriate technology, Literacy education, women, law and peace.
- Different seminars and research on the above themes and those related to the Beijing platform of action.

**Ten offices constitute the body of the association, the heads of the offices are:
Executive committee members**

The president's office
Women and Development
Environment
Appropriate Technology
Women, Law and Peace
Training and advocacy
Finance and Audit office
Family and the child
Information and Research office
Humanitarian office

Address:

Tel / Fax: 00249 (87) 564401
P.O. Box: 167 Omdurman – Sudan
E mail: gameit_bbsaws@hotmail.com

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