**CATHOLIC UNIVERSITY OF SOUTH SUDAN**

**HANDBOOK AND STUDENT GUIDE**



**THE EIGHTH ACADEMIC YEAR**

**2015-2016**



His Grace Paulino Lukudu – Archbishop of the Catholic Archdiocese of Juba - Proto Chancellor - Juba - Republic of South Sudan

**CATHOLIC UNIVERSITY OF SOUTH SUDAN**



THE SEVENTH ACADEMIC YEAR- 2014-2015



Students of the Faculty of Agricultural and Environmental Sciences during laboratory practice.

**CATHOLIC UNIVERSITY OF SOUTH SUDAN**

**HANDBOOK AND STUDENT GUIDE**

**2015-2016**

**Staff and Student’s Responsibility for the Calendar Information**

**The staff and students are expected to follow the information and regulations contained in this calendar, the ignorance of the same will not serve as an excuse**

**Catholic University of South Sudan**

**Calendar 2015-2016**

Distributed by:

Catholic University of South Sudan

P.O. Box 257 – Juba – South Sudan

[www.cuofss.net](http://www.cuofss.net)

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**Message from the Vice-Chancellor for 2014-2015 Academic Year**

Students, Staff and Friends of the Catholic University of South Sudan

The Catholic University of South Sudan dedicates this academic year to St. Daniel Comboni the father in faith for the Church in Sudan and South Sudan. St. Daniel is the founder of the Comboni Missionaries (MCCJ&CMS). This year is the 150th anniversary of his “Plan for the Regeneration of Africa” (1864) that reads; “Save Africa by Africans”. He wanted, thus, to train men and women in faith and culture for the mission of evangelization. He wished to establish several colleges around Africa in which men and women are trained as “[Instructors, catechists], Instructresses,… Teachers and housewives who must promote the education of women in reading, writing, keeping accounts, spinning, sewing, weaving, caring for the sick and practicing all the domestic skills most useful in the countries of … Africa.” This educational vision for Africa remains valid for our time. We remember with deep gratitude all those who selflessly sacrificed their lives for the realization of this vision. Many Comboni missionaries, therefore, died in Africa to contribute to the shaping of Africa and the world.

The Catholic University follows exactly in the footsteps of St. Daniele Comboni, to train accountants, teachers, agriculturalists and economists, to mention a few. Let this academic year be offered, also, for our brothers and sisters who died during the present conflict, the displaced and the refugees. Despite the war and conflict the plan and our work in the university presents still a sign of hope for our people and the country.

We thank Fr. Mike Schultheis the Vice Chancellor Emeritus of our University for assisting our Bishops to fulfill the dream of establishing the University. He founded the Catholic University of South Sudan and gave a firm foundation and bright prospective future. We owe him gratitude, respect, appreciation and prayers.

The Catholic University of South Sudan has achieved another milestone this year. Our fifth year students of the Faculty of Agriculture and Environmental Sciences in Wau have completed their studies (19 students) and will graduate with Bachelor of Science in Agriculture from the University of Nairobi. The Faculty of Arts and Social Sciences graduated its third batch (72 students) on 24th May 2014. These will receive Bachelor degrees in Economics and Education from our affiliate University, the Catholic University of Eastern Africa (CUEA) in October 2014.

The total number of students in Juba Campus was 730 students but reduced to 620 due to the conflict. In Wau Campus the number remained stable at a number of 300 students. New admissions for Wau Campus are about 200 students and at Juba Campus are about 300 students. The expected total number of student for Wau and Juba Campuses will be around 1500 students.

A significant feature of the Catholic University is its partnerships with other universities in S. Sudan, East Africa, Europe and North America. These institutions have a common vision and basic objectives with the Catholic University: the formation of young men and women who are competent, conscientious and committed; whose heads think clearly about the challenges of the day; whose hearts are moved by compassion and whose hands and feet work and walk with others to transform society into a world that is fully human. That is the University’s invitation for all and the challenge to face together.

This Seventh Handbook and Student Guide: 2014-2015 provides basic information about the Catholic University, its academic calendar, the courses offered in degree programs and diploma and the regulations that govern students’ behaviour and progress. It also names members of staff and their qualifications.

The University Administration, lecturers, instructors and support staff unite in wishing the returning and new students a successful academic year and promise you that your time at the Catholic University will be an opportunity for personal, intellectual and spiritual growth. Encourage one another to be men and women of great desires, marked by honesty, integrity and service. Use the opportunities you have to excel and your academic goal. Remember that you are pioneers, sharing in the historic first steps and years of the Catholic University and the Republic of South Sudan. The University accompany you in this journey!

Fr. Mathew Pagan, PhD (Vice Chancellor)

**Arms and Motto**



The Cross motif used on the cover of the “Handbook and Student Guide” is based on metal crosses made by Philip Makuel of the village of Jale in Bor ,Jonglei State, in the Republic of South Sudan.

Christ on the cross.

The vision was with him day and night and affected him so deeply that he gave up drinking alcohol, smoking and making drums for use when beer was brewed. The unceasing vision made him fearful…. One day searching for metal to use in his craft of mending canoes, he discovered that the gas tank of the Mig fighter which had crashed nearby provided metal that could be easily worked. As he began to make crosses like the one in his vision, the vision disappeared and he began to know great joy and peace…. The area had experienced bombing from such Migs as the one Philip used for his crosses. Some people have seen in the cross the representation of four Mig fighters colliding – the emblem of death being transformed into the emblem of life. The Cross motif is found of the cover of the book, Land of Promise: Church Growth in a Sudan at War. Ed. Andrew C. Wheeler. Nairobi: Paulines Publications Africa, 1997 (used with permission of the Publishers).

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**Addresses:-**

Juba Campus

Catholic University of South Sudan

P.O. Box 257

Kololo Road Juba Na Bari - Central Equatoria State

Tel: +211 955 746421

**Wau Campus**

Faculty of Agricultural and Environmental Sciences

P.O. Box 29,

Nazareth Area - Wau, Western Bahar Gazal State

+211 956 502 186

**Handbook and Student Guide 2015/2016**

**Academic Calendar: August 2015 - August 2016**

|  |  |  |
| --- | --- | --- |
| Week | Date | Activity |
| **AUGUST 2015** | | |
|  | 12 Wed. | Final List of Admission |
|  | 12 – 29  14 Fri | Students pay tuition at the bank and bring bank slips to finance office for receipts  Staff Retreat |
|  | 15 Sat | Assumption of BVM |
|  | 17 – 18 | Orientation for new students |
| Week [1] | 17 – 21 |  |
|  | 19 Wed | Lectures Begin for all Students |
| Week [2] | 24 – 28 |  |
|  | 24 Mon | Mass of Holy Spirit – Official Opening of the Academic Year 2015/2016 |
|  | 27 Thurs | Academic Staff Meeting/ Feast of St Augustine |
|  | 28 Fri | Final day for Fee payment / registration |
| **SEPTEMBER 2015** | | |
| Week [3] | 31Agu – 4 Sept. | Supplementary Examinations/Special Exams |
| Week [4] | 7 – 11 |  |
| Week [5] | 14 – 18 |  |
| Week [6] | 21 – 25 |  |
|  | 24 Thurs | Academic Staff Meeting |
| **OCTOBER 2015** | | |
| Week [7] | 28 Sept – 02 Oct |  |
|  | 4 Oct. | St Francis of Assisi |
| Week [8] | 5 – 9 |  |
| Week [9] | 12 – 16 |  |
| Week [10] | 19 – 23 |  |
| Week [11] | 26 – 30 |  |
|  | 29 Thurs | Academic Staff Meeting |
| **NOVEMBER 2015** | | |
| Week [12] | 02 – 06 | Ongoing Evaluation Scores Due |
|  | 02 Mon | 25% Payment due today |
| Week [13] | 9 – 13 |  |
| Week [14] | 16 – 20 |  |
| Week [15] | 23 - 27 | Last week Lectures / Revision |
|  | 26 Thurs | Academic Staff Meeting |
|  | 29 Sun | Advent Begins (1st Sunday of Advent) |
| **DECEMBER 2015** | | |
|  | 01 Mon | World AIDS Day |
| Week [16/17] | 30 – 11 | First Semester Examinations |
|  | 10 Wed | Human Rights Day |
|  | 12th Sat | Christmas Party – CUEA BA Degrees |
| **13 Sunday: Inter Semester Break /Vacation Begins** | | |
|  | 15 Tue | Submission of Grades |
|  | 16 Wed | Disciplinary Committee Meeting |
|  | 17 Thurs | Academic Staff Meeting |
|  | 18 Fri | Senate Meeting – Grades Published |
|  | **25 THURSDAY** | **CHRITSMAS (Nativity of Jesus)** |

**13 DEC 2015 – 12 JAN 2016 - CHRISTMAS VACATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| JANUARY 2016 | | | | |
|  | | 7 Thurs | Feast of Epiphany | |
|  | | 9 Sat | Peace Agreement Day | |
| Week [1] | | 11 – 15 | First Week, Second Semester | |
|  | | 11 Mon | First Day of Lectures | |
| Week [2] | | 18 – 22 |  | |
|  | | 22 Fri | Payment due | |
| Week [3] | | 25 – 29 | Supplementary Examinations/Special Exams | |
|  | | 28 Thurs | St. Thomas Aquinas | |
|  | | 28 Thurs | Academic Staff Meeting | |
| **FEBRUARY 2016** | | | | |
| Week [4] | 01 – 05 | |  | |
| Week [5] | 08 – 12 | |  | |
| Week [6] | 15 – 19 | |  | |
|  | 17 Wed | | Ash Wednesday | |
| Week [7] | 22 – 26 | |  | |
|  | 25 Thurs | | Academic Staff Meeting | |
| **MARCH 2016** | | | | |
| Week [8] | | 01 – 04 | | Ongoing Evaluation Scores Due |
|  | | 04 Fri | | Election of Student Electoral Commission |
| Week [9] | | 07-11 | |  |
| Week [10] | | 14 – 18 | |  |
|  | | 18 Fri | | Student Union Election day |
| Week [11] | | 21 – 25 | |  |
|  | | 24 Thurs | | Academic Staff Meeting |
| Week [12] | | 28 Mon-April 1Thurs | | Ongoing Evaluation is Due Yr 2 to Yr 3 |
| **APRIL 2016** | | | | |
|  | | 24 –27 Thurs- Sun | Easter Celebrations | |
|  | | 28 | Easter Monday | |
|  | | 31 March -- May 31 | Application Begins/Forms circulated | |
| Week [13] | | 29 March – 02 April | Lectures Resume | |
| Week [14] | | 05 – 08 April |  | |
|  | | 12 - 16 | End of Lectures/Revisions | |
|  | | 26 April – 10 May | Final Examinations for 2nd and 3rd year Students | |
| MAY 2016 | | | | |
|  | | 02 Tue | Submission of Research Projects Begins | |
| Week [15] | | 16 – 20 |  | |
|  | | 16 Mon | Final Submission of grades | |
|  | | 19 Thurs | Senate Meeting | |
|  | | 20 Fri | Disciplinary Committee Meeting | |
| Week [16] | | 23 – 27 |  | |
|  | | 23 Mon | Results Available | |
|  | | 27 Fri | Deadline for Submission of Research Projects | |
|  | | 31 Fri | Deadline for submission of applications | |

**NB: Graduation takes place the second week of the Second Semester January 2016**

|  |  |  |
| --- | --- | --- |
| JUNE 2016 | | |
|  | 27 June to 29 July | Intensive English & Math courses for applicants |
| **JULY 2016** | | |
|  | 07 | Ramadhan Feast Day |
|  | 9 July | Independence Day Holiday |
|  | 30 July | Martyrs’ and Heroes’ Day |

**Authorities of the University**

**University Board of Trustees 2015**

His Eminence Cardinal Gabriel Zubeir Wako - Chancellor

President of the Sudan Catholic Bishops’ Conference

His Lordship Bishop Eduardo Hiiboro – Special Chair - Chairman

His Lordship Bishop Santo Lako Pio: Auxiliary Bishop of Archdiocese of Juba

Deputy Chairman: Dr. William Hai Zaza

Vice Chancellor: Secretary

Rev. Pius Rutchura – Vice Chancellor of CUEA

Prof. Dr. Paul Lado Bureng –Commissioner Insurance Authority CES

Prof. Dr. Justo Wani – University of Juba

Fr. Gabriel Asida – Secretary General – Archdiocese of Juba

Fr. Daniele Moschetti – Provincial Superior of the Comboni Fathers in South Sudan

Adv. James Athiab – Legal Advisor

Fr. Alfred Lodu – Principal of St. Mary College

Dr. Ben Katoro – St. Mary College

Mr. Joseph Nagib – Juba Rotary Club

Br. Bernhard Hengl

Dean of Faculty of Arts and Social Sciences

Dean of Faculty of Education

Dean of Faculty of Agricultural and Environmental Sciences

**Senate 2015/2016**

Vice Chancellor – Chairman

Deans of Faculties

Heads of Departments

Deans of Students in both Campuses

Librarians

Directors of Institutes and Centers of the University

Registrar/Admission Office

Selected Professors from other Universities

University Administration

Vice-Chancellor: Fr. Mathew Pagan, PhD.

Chief Administrative Officer Juba Campus: Mr. Mike Andruga

Chief Administrative Officer Wau Campus: Mr. Robert Salem

Human Resource Officer: Mr. Jakwot Peter

Administrative Assistant/ Office of the VC: Achiro Innocent Lino

JUBA CAMPUS:-

Dean Faculty of Arts and Social Sciences (Juba): Sr. Janet Kiden (Acting)

Head of Department of Economics and Business Administration: Mr. Charles Koma

Head of Department of Mathematics: Cornelius Oliha

Head of Department of Accountancy: Saraji Byserio

Dean of Faculty of Education: Br. Bruno Dada (PhDs CUEA)

Head of Department of Education, Br. Titus Achika

Head of Department of English: Koma Geoffrey

Head of Department of Religious Studies: Milton Maurice

Director of Diploma Program in Commercial Science:

Dean of Students: Sr. Sarah Justin Wani (SHS)

Institute for Applied Research and Community Out Reach: Loes Lijders

Women Leadership Centre: Lona Lowilla

Librarian: Richard L. Nelson: Library

Eric Otieno Odegi: Academic Records

WAU CAMPUS:FACULTY OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES:

**Dean of Faculty**: Pio Kwor (PhD)

Chief Administrative Officer: Robert Salem

Financial Officer (Accountant): Luka Taban

Administrative Assistants: Janet Singba

Administrative Assistants: Lucia Valention

Administrative Assistants: Agnes Angua

Head of Department of Agriculture

Registrar: Paul Gore

Lab Technician: Hakim Julius

**Dean of Students**: Gabriel Angelo

**Historical Background**

**Introduction**

The Catholic University of South Sudan represents a dream long deferred. In 1983, the late Pope John Paul II spoke with then President J. M. Nimeiry about a Catholic University in the Sudan. In 2003, on the occasion of the canonization of Daniel Comboni, the Holy Father again raised the issue of a Catholic University and encouraged the Bishops to establish a University.

After the signing of the Comprehensive Peace Agreement (CPA) in 2005, the Sudan Catholic Bishops’ Conference took the decision to establish the Catholic University of Sudan (CUofS) at the General Assembly in July 2007.

The following year, September 2008, the Catholic University welcomed the first students to the Faculty of Arts and Social Sciences in Juba of Central Equatoria State. In October 2009, the Catholic University inaugurated the Faculty of Agricultural and Environmental Sciences in Wau in Western Bahr El Ghazal State.

The university in its eighth academic year has an enrolment of more than 930 students in Juba and 450 students in Wau. Already the University’s first four classes have graduated with a total of 336 graduates. The Catholic University is affiliated with the Catholic University of Eastern Africa (CUEA) in Nairobi. CUEA awards Degree to the Graduates from the Catholic University of South Sudan.

**Mission, Vision, and Core Values**

**Mission**

The mission of Catholic University of South Sudan is to provide an outstanding education to students from all backgrounds. Our approach is integral, focusing on both character and professional development. In addition to undergraduate and continuing education programs, we also undertake applied and theoretical research, help generate solutions to national and regional challenges, and promote dialogue between culture and faith.

**Vision**

Catholic University of South Sudan is an academic institution inspired by the values of the Gospel and Social Teaching of the Church. We provide holistic formation, morally, ethically and intellectually, subject to the norms of Codex luris Canonici and Ex Corde Ecclesiae. We aspire to be a world-class university in the heart of Africa, dedicated to academic excellence. Our graduates are well-rounded women and men who are professionally skilled, respect the dignity of every individual, and are committed to the service of others.

**Core Values**

Excellence, Solidarity, Human Dignity, Service and Community, Family, Accountability,

Integrity, Hard Work, Empowerment, Collaboration and Innovation.

**Strategic Goals and Objectives**

To ensure our graduates have the professional knowledge and skills they need to succeed in an increasingly complex and global market place

To ensure our graduates are well-rounded men and women of good character

To manage the university successfully and be good stewards of our resources

To ensure sustainable funding to cover operating budgets and to allow significant investments in infrastructure, new programs, and staff

To provide a university education to students who would otherwise be excluded

To expand our programs based on the needs of the new nation and to become an influential presence at the national level

To construct and maintain world-class facilities

**GENERAL ACADEMIC INFORMATION**

**General Requirements**

**Admission Requirements**:

1. South Sudanese who seek admission to the Catholic University of South Sudan mufsst have a Senior Secondary School Certificate (SSSC) with a minimum percentage of sfs Certificate with two principal passes or the equivalent. Applicants who studied in Kenya or Ethiopia or elsewhere must have a Secondary School Certificate with minimum grade of C+ or the equivalent, certified by the respective Embassies/Ministries of Foreign Affairs.

2. Applicants must have two letters of reference, one from a senior teacher and another from a person known in the community, such as a parish priest or district official. Normally an applicant will not be older than 23 years at his/her next birthday and have completed S.S. School in the past four years.

3. All first year students take a range of courses in the introductory year program. These are designed to provide students with a firm grounding in the basic skills required for university studies: study skills, logic, language/communication (English), mathematics, computer studies, accounting, social analysis and social ethics. Based on their performance in the introductory year, students will be invited to advance to the second year program of a Faculty.

**Additional Faculty Requirements**

4. Students applying to the Departments of Economics/Business Administration, Education and Agricultural/Environmental Sciences that have mathematical and/or science orientation must also have a pass of at least a "C" in the Mathematics courses of the introductory year.

**Candidates on Transfer from another University**

5. A candidate who has been enrolled as a regular student in a Bachelor's degree course in a recognized university and made satisfactory progress for at least one year may be considered for admission to the Catholic University of South Sudan, on presentation of authenticated academic records and the names of two references. The letter of application must be accompanied by a letter from the Chief Academic Officer or Registrar endorsing the transfer.

A**pplication and Registration Procedures**

6. Applicants will submit their completed application forms together with a non-refundable fee to the University and indicate their choice of Faculty and Programs. The Admissions Committee will review the list of applicants and determine the final selection. The Admissions Committee will respect the preferences of applicants as much as possible, but the Committee may assign applicants to another Faculty on the basis of their second or third preference. The Admissions Committee will inform the successful applicants, who will then proceed to register.

7. Late registration: Without approval of the Admissions Committee, students who apply for registration later than two weeks after the opening date of first lectures will not be admitted.

8. Registration by proxy is allowed only in special circumstances and must be approved by the Admissions Committee.

Note: A student may withdraw from a course for which s/he has registered up to the end of the second week of the semester. Normally, the latest time that a student may register in a new course is the second week of the semester with the permission of the course instructor and the student’s adviser.

**UNIVERSITY COMMON REGULATIONS**

**FOR THE AWARD OF BACHELOR DEGREES AND DIPLOMA**

**9. The Award of Bachelor Degree and Diploma**

The Senate of the University shall award the bachelor degree and the diploma to those candidates who have fulfilled the requirements for the award.

**10. Eligibility**

A candidate shall be eligible for the award of the bachelor degree or diploma after the completion of the courses of the university and fulfillment of all the conditions related to the articles that follow this clause.

**11. Duration of the Course**

The Catholic University of South Sudan offers four and five year degree Programs and three year Diploma , depending on the requirements specified by the Faculties, and awards either a BA or BSc degree to students on the successful completion of the Program. It also offers a three years Program under the FASS in Juba and Awards a Diploma Degree in Commercial Science.

**12.** The academic year is made up of two semesters. A semester will normally consist of 16 weeks with 14 weeks of lectures, one week for assisted revision and a final week for semester exams. A full time registered student in a four year degree program (including the introductory year) normally carries 16 credit units per semester and during four years (eight semesters) completes the 128 credit units required for the successful completion of the four year BA/BSc degree. A full time student in a five year degree program requires 160 credit units to complete the degree. A full time student registered in three years degree program requires 96 credit units to complete the degree.

**13.** One (1) credit unit is equivalent to:

One (1) contact hour per week (lecture or tutorial), for 15 weeks;

One (1) practical session per week (two or three hours, defined by the instructor); or six (6) hours of fieldwork per week.

**14.** A course of three (3) credit units is based on three contact hours during each of 15 weeks for a total of 45 contact hours per semester. In some courses, a practical session of two hours may take the place of a lecture hour. A two-credit course is 30 contact hours or two hours per week over the 15 weeks. In a modular system, a three credit course may be adjusted to three weeks of 15 hours per week for 45 contact hours, or some variant thereof.

**15.** All courses are semester courses and students write an examination and receive a final grade on the completion of the semester. Students taking courses that are taught as modules receive a final grade on the completion of the module. When courses taught as modules have “sub-modules,” students receive a grade for each sub-module and a final grade for the semester course.

**Evaluation and Grading System**

16. Consistent with a dialogue education and a problem-based learning system, students will be assessed on an ongoing or continuous basis. The effect of this is to place less importance on the semester examination and more on regular evaluation and performance throughout the semester. Attendance at lectures or seminars is required. Except in special circumstances such as illness, certified in writing by a medical doctor and accepted by the Dean of Students or Head of the Department, a student who misses more than twenty percent (20%) of the sessions of a given course will be barred from writing the semester examination and must repeat the course for credit. The semester examination normally represents fifty percent (50%) of the course grade; ongoing evaluation is based on regular tests/quizzes, homework exercises, written reports and classroom participation; together these represent the other fifty percent (50%) of the course grade. Students must have a passing grade in the ongoing evaluation **and** semester examination to pass the course.

17. Letter grades and plus/minus indicators are used by instructors in the University’s undergraduate programs to indicate a student’s performance and level of achievement in a given subject. The letter grades A+, A, A-; B+, B, B-; C+, C, C-; D+, D, D- and F are assigned a “quality point value” for purposes of calculating the grade point average and consistency in reporting.

18. When numerical scores are given for exercises, written reports, tests/quizzes or examinations, the suggested range of points and of letter grades is as follows: Grade of A (range from 85 to 100 points, distributed as follows: A+: 98 – 100 points; A: 88 – 97 points; A-: 85-87 pts); grade of B (70 to 84 pts, distributed as follows: B +: 82 – 84 pts; B: 73 – 81 pts; B -: 70 – 72 pts); grade of C (60 to 69, distributed as follows: C +: 68 – 69 pts; C: 62 -67 pts; C -: 60 – 61 pts); grade of D (50 to 59, distributed as follows: D +: 58 – 59 pts; D: 52 – 57 pts; D - : 50 – 51 pts); grade of F: (below 50 points).

|  |  |  |  |
| --- | --- | --- | --- |
| **Letter Grade** | **% Grade** | **Quality points** | **Description** |
| A+ | 98-100 | 3.88-4.00 | Excellent |
| A | 88-97 | 3.28-3.82 |
| A- | 85-87 | 3.1-3.22 |
| B+ | 82-84 | 2.92-3.04 | Good |
| B | 73-81 | 2.38-2.86 |
| B- | 70-72 | 2.2-2.32 |
| C+ | 68-69 | 2.08-2.14 | Satisfactory |
| C | 62-67 | 1.72-2.02 |
| C- | 60-61 | 1.60-1.66 |
| D+ | 58-59 | 1.48-1.54 | Conditional Pass |
| D | 52-57 | 1.12-1.42 |
| D- | 50-52 | 1.00-1.06 |
| F | <50 | 0.00 | Fail |
| I | - | - | Incomplete |

19. An incomplete (I) grade may be assigned if a student’s work in a course is of passing quality but is incomplete due to circumstances beyond the student’s control, such as illness. To receive an authorized grade of incomplete (I), a student must have the written approval of the Head of the Department and the course instructor, prior to the deadline for submission of semester grades. An incomplete grade must be replaced by a final grade by the end of the second week of the following semester; if not done, the (I) becomes an (F).

**Criteria for Promotion, Repeat and Dismissal of Student**

**20. Promotion:**

A Student who passes all subjects but fails no more than two subjects shall be promoted to the next class and shall sit for supplementary for the failed subject/s. If the student fails the supplementary then shall retake the subject/s. If a student fails the two retake subjects then should be given the last chance for retaking them. The student who absences himself/herself from the retake shall be dismissed.

**Supplementary**

**21.** A student who fails no more than three (3) or 50% of the subjects shall sit for supplementary exams. If a student fails four (4) subjects in a semester then the student shall be given a warning and sit for the supplementary in the failed courses in the next semester. When the student fails any of the supplementary exams he/she shall be given the last chance to retake and be given a simple pass.

**22. Repeat**

**Dismissal:**

**23**. Any student who fails five (5) or more subjects in a semester shall be dismissed.

**Remarking of Exams Papers:**

**24**. Once grades have been passed and published by the senate, no alterations shall be accepted. Complains with regards to grades shall be addressed to the office of the head of department and not the registrar office.

25. Any student who wants paper remarked shall apply for **Remark** **Process** to the office of the head of the department.

**Deferral and Dead year**:

26. A student in good academic standing may request for leave of absence from the University for up to one academic year. Student absent for more than one academic year must apply for readmission to the University.

The office of the Dean of Students deals with the issues of Deferral and Dead year.

**University Examinations: Types of Examinations**

27. There are four types of examinations:

* **Ordinary examinations.** Students are examined or evaluated on an ongoing basis during ordinary class and laboratory sessions. Ordinary examinations are quizzes, tests, and end-of-semester examinations.
* **End of semester examinations.** All courses have an examination at the end of the semester. The exams will be marked out of 50 %.
* **Supplementary Special examinations/**
* **Special examinations.** A student who is unable to write the end of semester examination or other ordinary examination/s due to acceptable circumstances may on the recommendation of the Academic Committee be allowed to take a special examination.

**Eligibility for Examinations**

28. Students are expected to attend class sessions and tutorials and to complete the work assigned. A student who is absent for more than twenty (20) percent of class sessions and tutorials of any given course will be allowed to take the final examination for that course only with the written approval of the Head of the Department.

29. A student who has not submitted all assignments for a course shall not be allowed to write the semester examination except with written approval of the Head of the Department.

30. A student who does not have at least a pass grade (D-) for the continual assessment or ongoing evaluation of the course will not be admitted to write the final examination.

31. A student who has not paid fees or is in arrears on any fees that owed to the University shall not sit for the end of semester examinations.

32. In some instances and with the authorization of the Academic Committee, a student may be permitted to write semester examinations but the student will not receive grades until the fee is paid.

**Semester Examinations’ Procedures**

33. Procedures Governing Semester Examinations

* Only the students who have a pass in the Ongoing Evaluations shall be allowed to sit for semester examinations. Students must report to the examination room 15 minutes before the examination commences/starts. A student is denied admission if s/he reports 15 to 30 minutes after the examination begins.
* Student must provide for her/him-self a pen, pencil and eraser.
* Students do not bring to the examination room any books, papers, other written information or materials that are not authorized.
* Mobile phones are specifically prohibited.

34. A student who violates the examination regulations shall be warned, suspended or dismissed depending on the nature of the violation and get a grade of zero points (“0”) for the examination.

**Reporting of Exams Violations:**

35. It is the responsibility of each invigilator/s to report the exam violations to the chief invigilator who will then report to the Dean of the Faculty.

The names of those who violate the examination regulations will be posted on the notice board for the alleged violation, before the Disciplinary Committee sits for its review and appropriate action.

##### Graduation Requirements and Academic Honours

**36, Eligibility for Graduation:** To be eligible for graduation, students must satisfy the following requirements:

* Completed successfully 128 semester credit units for the four year program and 160 credit units for the five year program, including all core courses and any other special requirements, including the research paper and report of the final year.
* Have a cumulative grade point average (CGPA) of at least a D - (1.00);
* Have been enrolled as a full time student for at least two years. This is applicable to students on transfer and diploma holders.
* Fulfilled all the financial obligations that are owed to the University.

**Dean’s List**

37. Students with a Grade Point Average (GPA) of 3.5 or above for the semester are recognized by being placed on the “Dean’s” list for that semester and awarded certificate.

**Graduation Honours**

38. Students with a cumulative GPA of 3.5 points or higher for all undergraduate work shall graduate with First Class Honors (*Summa cum Laude*). Those with a CGPA of 2.5 to 3.4 will graduate with Second Class Upper Honors (*Magna cum Laude*). Students with a CGPA of 1.5 to 2.4 will graduate with Second Class Lower Honors (*cum Laude*). Students with a CGPA of 1.0 to 1.4 points will graduate with a Pass (CGPA of 1.0 – 1.19 is a “Conditional Pass’).

**Tuition & Fees for 2014/2015**

**39. Tuition & Fees Structures**: Tuition and Fees Payments for 2014/2015 academic year is structured as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Year of Registration** | **Year 1,2 & 3** | **Year 3 Edu.** | **Year 4 & 5** |
| Tuition | SSP 2,500 | SSP 2,500 | SSP 2000 |
| Administration Fees | SSP 400 | SSP 400 | SSP 500 |
| Teaching Practice Supervision | - | SSP 450 | - |
| Research Project Supervision | - | - | SSP 300 |
| Graduation Fee | - | - | SSP 1000 |
| **Total Per Year** | **SSP 2,900** | **SSP 3,350** | **SSP 3,800** |

40. Note: Tuition and fees are subject to increase each year. All students must make exact payments directly to the designated Bank and specified branches.

|  |  |
| --- | --- |
| KCB Bank, Juba Branch 1st Floor KCB Plaza, Juba CES, South Sudan  **Account:** Catholic University of South Sudan 55 00 128 817 | KCB Bank, Wau Branch Wau, WBG South Sudan  **Account:** Catholic University of South Sudan 55 00 974 017 |

**41. Tuition & Fees Payment:**

Students may pay (Option 1) in advance for the year; Pay (Option 2) in advance for each semester or Pay (Option 3) which structured in four (4) instalments. No matter which option you chose, if a student has not paid for the semester prior to exams, the student will not be permitted to sit for exams. See Payment Options and schedule below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year of Registration** | | **Year 1,2 &3** | **Year 3 Edu** | **Year 4 & 5** |
| Option 1  **(1 Payment)** | Pay for entire year within 2 weeks of the start of semester I | SSP 2,900 | SSP 3,300 | SSP 3,800 |
| Option 2  **(2 Payment**) | 1st Payment: 50%  Within 2 weeks of the start of semester I | SSP 1,450 | SSP 1,675 | SSP 1,900 |
| 2nd Payment: 50%  Within 2 weeks of the start of semester II | SSP 1,450 | SSP 1,675 | SSP 1,900 |
| Option 3  **(4 Payment**) | 1st Payment: 25%  Within 2 weeks of the start of semester I | SSP 725 | SSP 838 | SSP 950 |
| 2nd Payment: 25%  4 weeks prior to end of Semester I Exams | SSP 725 | SSP 838 | SSP 950 |
| 3rd Payment: 25%  Within 2 weeks of the start of semester II | SSP 725 | SSP 838 | SSP 950 |
| 4th Payment: 25%  4 weeks prior to end of semester II exams | SSP 725 | SSP 838 | SSP 950 |

**42. Payment Procedures (in-person):**

* Students shall deposit tuition & Fees payment into the account listed above (either in Juba or Wau).
* Student shall make sure the Bank gives a DEPOSIT SLIP as proof of payment.
* Student shall bring a copy of the Bank Deposit Slip and admission letter to the Finance office of the University.
* The Finance Office will record Student’s payment and file the Deposit Slip, and the student is issued a receipt/s.
* Students ARE NOT REGISTERED UNTIL DEPOSIT SLIP is received at the Finance Office of the University.

**43. Payment Procedures (bank-to-bank transfers):**

Student/sponsor may also transfer payment directly into the University’s account. In this case, the student/sponsor should make sure the NAME of the student appears in the transfer/wire details so that the University can track the payment. Student/sponsor must inform the Finance Department when the transfer is done and provide the following further details: **date of transfer, amount and from where**.

Note: Students with financial difficulty must find their own ‘sponsors’ to pay for their tuition & fees since the University is not able to provide financial assistance.

44. Registered students who wish to withdraw for whatever reason should inform the Head of the Department in writing for approval. With that approval, a student who withdraws within the semester is entitled to a refund of tuition fees according to the following schedule: first week, 100%; second week, 80 %; third week, 60 %; fourth week, 40 %; after the end of the fourth week, no refund is given.

Laboratory fees are refunded during the first week only. No refund is given for other fees.

**Part 06: Policies Regarding Student’s Conduct and Behaviour**

45. The Catholic University of South Sudan seeks to mentor students who live according to good moral principles and they are persons of integrity who will be leaders in their communities and are committed and qualified to contribute positively to the future development of South Sudan. As a Catholic institution, CuofSS put emphasis on moral standards and a personal commitment to serve others and society. Students in turn are encouraged to foster a spirit of honesty, respect and service and to exercise these values during their time at the University and later in life.

46. Students are expected, therefore, to conduct themselves in a manner that respects the rights of others and conform to the accepted norms of social behaviour.

47. A student who violates these regulations, rights and norms will be sanctioned accordingly. Below are a detailed list of CuofSS’ Student Rules and Regulations. They read as follow;

1. The general laws of South Sudan apply to all persons in the University.
2. While on the Campus, Students should, at all times, carry CuofSS’ ID cards.
3. Only students who are enrolled in the Catholic University of South Sudan and others authorized by the Dean of the Faculty or the Dean of Students may use the facilities and properties of the University. These include, to mention a few, the class rooms, halls, library and computer laboratory.
4. Library books must be cared for and should not be exposed to lost or damage. Students will not withdraw books for use outside the library and/or other designated study/reading areas without authorization.
5. The use harmful drugs and alcohol are prohibited.
6. Engagement in any illegal activities on campus shall not be condoned. These include;
   1. Racial, tribal and personal derogation/deformation and political hate language;
   2. Defacement and/or intentional damage to university goods and property;
   3. Every type of fraudulent activity such as cheating in examinations and plagiarism in the performance of academic work;
   4. Lack of respect for university employees and personnel;
   5. Engagement in partisan and political activities that may prejudice the good image of the Catholic University;
   6. Improper behaviour, harmful and abusive relationships among students;
   7. Any gross or serious illegal violation of the Laws of South Sudan done by a student will be reported to the appropriate public legal authorities and with suspension or expulsion from the University;
   8. A students who comes to campus with any kind of weapon, firearm and/or dressed in uniform of organized-forces will be dismissed with immediate effect;
   9. Academic cheating, fraud and plagiarism shall result in expulsion/dismissal.

**STUDENT CODE OF CONDUCT**

**PREMABLE**

48. All bonafide Students of Catholic University of South Sudan are expected to conduct themselves in a manner that respects peaceful co-existence and non violence. The students are expected to preserve the rights of others and conform to the Norms of Acceptable Social Behavior and Academic Honesty by strictly adhering to the following Rules as stipulated below. ANY STUDENT who shall not follow the “Set Rules” will be sanctioned accordingly-depending on the magnitude of the offense. The **CORE VALEUS of the University such as: Solidarity, peace and integrity** should be observed at ALL TIMES.

**49. Entering University Campus**

* 1. All Students are required to always have and produce their Identity Cards to the Security Guards at the gate to enter the University Campus. Failure to fulfill the requirement the student shall not enter the Campus.
  2. Each Student shall be searched at the Entrance by a Security Personnel before being allowed to enter the University Compound. Failure to cooperate with the Security Guards shall attract SANCTIONS on the offender-depending on the magnitude of the case.
  3. No Student should enter the University Campus with any kind of Weapon. Any Student found to have contravened this Rule shall be EXPELLED from the University with immediate effect.
  4. No Students should enter the University Premises in Military or Organized Forces’ Uniform no matter the circumstance(s). Any Student found guilty of this offence shall be EXPELLED from the University.

1. **Partisan Politics and Tribal Associations**
2. The Catholic University does not practice party politics. No Student should engage in Partisan Politics at the University Campus. Any Student who does not adhere to these norms shall be SUSPENDED for one Academic Year.
   1. Catholic University does not permit meetings of tribal association at the University Camps. A Student who does not adhere shall be EXPELLED from the University.
3. **Personal Responsibility**
   1. All students are expected to build good relationship and respect the Staff Member of the University. Any Student who disrespects a Staff Member shall be punished accordingly.
   2. Each Student shall be responsible for his/her actions as an “Individual”. Any Student who mobilizes other Students for “Mob Action” shall bear personal responsibility and shall be accountable for the offense as an Individual.
4. **Dispute resolution mechanism**
   1. Administrative procedures to address and handle discord shall follow the Set procedures directed by the Committee for Peaceful Coexistence and Safety depending on the gravity of the case at hand.
   2. Any “Physical Confrontation or Fighting at the University Campus shall lead to dismissal. This norm applies to both students and staff.
   3. A Student who destroys University Property shall PAY for the damages. Refusal to pay shall lead to dismissal from the University.
5. **Dressing Cord**
   1. The students are expected to dress as Professional Trainees while at the University.
   2. Students are strongly encouraged to dress decently and modestly.
   3. **NO indecent DRESSING** shall be permitted nor tolerated at the Campus. Any student who disobeys shall not enter the University Campus.
6. **Harmful Drugs and Drinking Alcohol**
   1. The use of “**Harmful Drugs and Drinking Alcohol**” is strictly prohibited at the University Campus.
   2. Any Student found in the state of drunkeness shall be dismissed.
   3. Any student found in possession of harmful drugs shall be dismissed.
   4. A student caught CHEATING in the examinations shall be dismissed.

I ………………………………….. hereby AGREE TO ABIDE by these Terms and apend Signature herewith: ……………………………………. Date:………./………./……….

1. Cases of Violation of Student Regulations shall be handled by the Disciplinary Committee which will sanction students accordingly.
2. After the hearing of the case concerning indiscipline and violation of Student Regulations, the judgement/the decision of the Disciplinary Committee shall be final and no appeal shall be granted to any student.
3. Any kind of indecent and inappropriate relationships among University staff members and students are strictly prohibited and may form grounds for staff or student’s sanctions by University authorities. Staff-Student relationship should be guided by professional code of ethics, cooperation and respect.

**Part 07: Faculty Programmes**

1. This Handbook and Student Guide lists the courses that the University considers as core courses for the BA/BSc degree Programs. The duration of the Program is either four (FASS) or five (FAES) years. The first is the introductory year.
2. Initially the options that a Faculty/Department offers are limited, but as the University grows, the number of courses and the options in each Faculty/Department may increase. This Handbook and Student Guide presents the general Program of Studies for academic years in each Faculty/Departments. A fuller description of courses and proposed options are available from the respective Faculties/Departments.

**The Introductory Year**

1. Justification and the Rationale

Many students in South Sudan had their earlier education interrupted or studied in schools with limited resources in terms of qualified teachers, textbooks and educational supplies/materials. In recognition of this situation, the Catholic University of South Sudan (CuofSS) requires all first year students to take an introductory year program that reviews secondary school and other basic disciplines that are essential for University studies such as, study skills, logic, language, communication skills (English), general mathematics, the use of computers, accounting, social analysis and social ethics. The course in Social Analysis lays the foundation for understanding the realities that face South Sudan and Africa today.

1. The Structure of the 1st Year and Description of the Courses

The language of instruction for higher level education in South Sudan is English, unless students are proficient in the English language they shall have to undergo one month intensive course in English and be examined at the end of the course before joining the 1st year.

1. Beginning with the first year, the Catholic University of South Sudan follows a dialogue-education method that engages teachers and students in what is known as problem-based and solution oriented learning. This is based on established educational principles. The general approach is incorporated, adapted and made appropriated to all disciplines in all faculties/departments.
2. The following are the courses of the introductory year with brief description of each.

**Introductory (1st) Year Courses, Juba-Wau**

|  |  |  |
| --- | --- | --- |
| **Discipline/Course** | **1st Sem** | **2nd Sem** |
| PRO 101 Study Skills | 2 credits |  |
| PRO 102 Introduction to Logic |  | 2 credits |
| PRO 103 Language & Communication Skills I | 3 credits |  |
| PRO 104 Language & Communication Skills II |  | 3 credits |
| PRO 105 Mathematics I | 3 credits |  |
| PRO 106 Mathematics II |  | 3 credits |
| PRO 107 Computer Studies I | 3 credits |  |
| PRO 108 Computer Studies II |  | 3 credits |
| PRO 109 Social Analysis of South Sudan | 3 credits |  |
| PRO 110 Social Ethics |  | 3 credits |
| PRO 111 Accounting I | 3credits |  |
| PRO 112 Accounting II |  | 3 credits |
| Total | 17 credits | 17 credits |

**PRO 101 Study Skills** (2 credits): The purpose of this course is to introduce learners to sound methods of study, so that they may utilize their time effectively in obtaining a University education. By the end of the course, learners should be able to manage their time effectively, take notes rapidly and correctly during lectures and presentations, and use the library systematically for reading and study.

**PRO 102 Introduction to Logic** (2 credits): This course introduces learners to the main features of the scientific method of reasoning, especially as it applies to the social sciences and considers the principles of inductive and deductive reasoning. By the end of the course learners should be able to know and to demonstrate the principles of classical logic and symbolic logic.

**PRO 103 Language & Communication Skills I** (3 credits): The purpose of this course is to improve students’ knowledge and use of the English language and communication skills. In the first semester of a two semester course, students study to improve their writing and speaking skills, with much practice in report writing and the correct use of grammar, punctuation, and syntax. At the end of the semester, all students will be able to carry on a simple conversation and write a sentence correctly.

**PRO 104 Language & Communication Skills II** (3 credits): In the second semester, students build on the skills and understanding of the first semester. They continue acquiring communication and language ideas which includes methods of speaking to audience and engaging in group dialogue. By the end of the second semester, students should be able to write letters, academic papers and practice public speech.

**PRO 105 Mathematics I** (3 credits): The purpose of this course is to provide students with the review of basic mathematics (algebra, real and imaginary numbers, equations), analysis (real functions, exponential functions, logarithmic and trigonometric), and geometry (triangles, quadrangles, circumference, spheres and solids). By end of the semester, students should be able to solve problems using these basic mathematical concepts.

**PRO 106 Mathematics II** (3 credits): The purpose of this course is to deepen students’ understanding and facilitate the use of basic mathematics. It builds on the work of the first semester with consideration given to logical reasoning, set theory, mathematical proof and mathematical induction. By the end of the course, students should be able to apply mathematical tools to solve mathematical problems and interpret graphical representation of data sets for later use in applied studies.

**PRO 107 Computer Studies I** (3 credits**):** The purpose of this course is to introduce students to basics of computer application. Students learn the principles of a basic computer language and how to operate software programs. In laboratory practical exercises, students “learn by doing.” By the end of the course, students should be able to learn and operate basics computer applications such as Word Processing (MS Word).

**PRO 108 Computer Studies II** (3 credits**):** This course builds on the first semester and continues with laboratory exercises. By the end of the course, learners should be able to practice the common office applications and texts in at least two operating systems.

**PRO 109 Social Analysis of South Sudan (**3 credits): Using the dialog-education approach, students will engage in the study of South Sudan from the perspective of different social groups, the problems the country faces and programs that are meant to address the problems. This course emphasizes the “methodology of social analysis” by means of which a problem is addressed and nalyse from the value perspective of the Catholic Social Teaching (CST) and solutions are sought out.

By the end of the course, learner should be able to address, nalyse and propose solutions to social problems/issues of South Sudan, from the four moments or perspectives that are illustrated in the “Circle/Spiral of Social Analysis”:

B. Analysis (Causes/Why?)

A. Experience Values (CST)

*SPPPPP*

(Whose?)

D. Action for Transformation

Four Moments/Steps in Methodology of Analysis of a Social Problem or Issues

1. **Experience and Insertion:** whose experience/reality, what is going on?
2. **Analysis of that experience/reality**: how identify, interpret, understand? What are the causes? Why is it? How do the social sciences help in understanding that reality, e.g., anthropology, economics, history, sociology?
3. **Theological reflection: the role of values** (personal, family, community, etc.) in addressing social issues, in analysis of taking action to address and transform that reality? Students are introduced to the principles of Catholic Social Teaching (CST) and the relevance of CST in taking action to shape a just society.
4. **Action for transformation:**  what programs/activities address these problems and lead to solutions, consistent with the values of a just society (CST)?

Methodologically and practically, this course serves as an introduction to the pedagogical approach and the methodology of learning of CuofSS.

**PRO 110 Social Ethics** (**3 credits**): The purpose of this course is to nourish and promote the integral human development of students in relation to themselves and to the society. The topics include the dignity of the human person, the rights and duties of the person, the common good and basic principles of social justice. At the end of this course, students should understand the role of social ethics in developing a just society and be committed to living ethically in their personal lives and in the community.

**PRO 111 Accounting I (3** credits): The purpose of this course is to introduce students to the principles of accounting and double-entry book keeping. At the conclusion of the first semester, students should understand, set up a balance sheet and undertake simply accounting exercises.

**PRO 112 Accounting II (3** credits): This second semester course builds on the principles studied in the first semester. At the end of the second semester, students should be able to prepare and nalyse a financial statement for a simple business organization and use accounting information for decision making. They should also be able to use the Excel program that they learned to maintain and manage their own accounts.

**Part 08: Faculty of Arts and Social Sciences: Program of Studies**

1. The Faculty of Arts and Social Sciences offers Bachelor Degrees in two Departments or disciplines:

* Economics and Business Administration (EBA)
* Education: Training of Secondary School Teachers (Edu)

Other departments/programs will be added later, with priority given to:

* Information and Communications Science and Technology (ICST)
* Social and Religious Studies (SRS)

**Department of Economics & Business Administration**

1. The Program of Studies in this Department is designed to equip students with a theoretical understanding of economic issues and the practical skills to administer an economic enterprise. The Department offers a number of courses.

**First Year Courses:** (see Introductory (1st) Year Program for all Students)

**Second Year: Economics and Business Administration (EBA)**

|  |  |  |
| --- | --- | --- |
| **Discipline/Course** | **1st Sem** | **2nd Sem** |
| EBA 201 Principles of Economics I | 3 credits |  |
| EBA 202 Principles of Economics II |  | 3 credits |
| EBA 203 Math for Economics and Business I | 3 credits |  |
| EBA 204 Math for Economics and Business II |  | 3 credits |
| EBA 205 Principles of Management | 3 credits |  |
| EBA 207 Statistics and Probability | 3 credits |  |
| EBA 208 Statistical Analysis in Economics |  | 3 credits |
| EBA 209 Partnership Accounting | 2 credits |  |
| EBA 210 Company Accounting |  | 2 credits |
| EBA 211 Research Methods I |  | 3 credits |
| EBA 212 Computer Applications, Business and Industry |  | 2 credits |
| SRS 201 Philosophy I | 2 credits |  |
| SRS 202 Philosophy II |  | 2 credits |
| Eng 201 Intermediate English I | 2 credits |  |
| Eng 202 Intermediate English II |  | 2 credits |
| Total | 18 credits | 20 credits |

##### EBA 201 Principles of Economics I (3 credits): The purpose of this course is to introduce learners to the economy as a social system that provisions society with the goods and services that it requires. Within this larger approach, students are introduced to the allocation of resource problems and concepts such as supply and demand, market and non-market mechanisms, competition (perfect and imperfect), and the role of prices in the system–and their application in the production, distribution and consumption of goods and services in a situation of scarcity. By the end of the course, leaners should be able to understand Economics as the study of a social system that includes the institutions, values, beliefs and social framework that affect the allocation of resources.

##### EBA 202 Principles of Economics II (3 credits): This course builds on the principles studied in the first semester but it widens the study to economic indicators and the measurement of economic growth, inflation, employment and unemployment. These are evaluated from the perspective of long term environmental sustainability and the contribution of natural capital to the development of human communities and the attainment of national development objectives.

**EBA 203 Mathematics for Economics and Business I (3 credits):** The purpose of the first semester of this two semester courses is to deepen learner’s understanding of the basic mathematics of the introductory year and the application of mathematics to the analysis of economics and business problems. By the end of this course, learners should be able to analyse and solve micro-macro-economic problems using mathematical tools.

**EBA 204 Mathematics for Economics and Business II (3 credits):** In this course learners will continue their study of differential and integral calculus, differential equations and linear/matrix algebra and apply these to the analysis of business problems in both micro and macro-economics. By the end of the course learners should be able to understand set theory and probabilities and be able to solve problems such as effective rates of interest, rates of return on investments and future values of annuities and the use of linear programming in solving maximization/minimization problems.

**EBA 205 Principles of Management** **(3 credits):** The purpose of this course is to introduce learners to the principles of public administration and business management, the institutional features and their functional relationships in the public administration system. By the end of the semester, learners should be able to explain the main theories of management and apply the critical management skills and qualifications required for effective management.

##### EBA 207 Statistics and Probability (3 credits): The purpose of this course is to introduce learners to the basic concepts and methods involved in statistics and statistical analysis. By the end of the course learners should be able to understand and use basic descriptive statistics.

**EBA 208 Statistical Analysis in Economics (3 credits):** This course builds on the basic concepts of the first semester course. By the end of the course learners should be able to apply the statistical tests and have the foundation to employ them in business and economics.

**EBA 209 Partnership accounting (2 credits):** the purpose of this course is to introduce learners to the accounting requirements of partnerships, following established accounting principles but with a focus on the legal requirements of South Sudan and Eastern Africa. By the end of the course learners should be able to set up an accounting structure for a partnership, its incorporation and its dissolution, and external reporting practices and requirements.

**EBA 210 Company Accounting (2 credits):** The purpose of this course is to introduce learners to the accounting requirements of companies, with a focus on South Sudan and Eastern Africa. Some topics in the course include external reporting practices and the analysis and interpretation of financial statements produced by these companies. Special topics include the legal and professional issues involved in accounting with reference to international accounting standards. By the end of this course learners should be able to acquire the skills required to manage the accounts of a small company.

**EBA 211 Research Methodology (3 credits):** The purpose of this course is to develop learners’ understanding of the principal methods of undertaking research studies with a focus on business and/or the society. It includes rural appraisal and the comparison of different research methods to investigate a specific topic or question. By the end of the course learners should be able to formulate a problem question/topic, undertake the review of existing information sources and design a research project.

**EBA 212 Computer Applications, Business and Industry (2 credits):** The purpose of this course is to introduce learners to software computer programs that are applied in the analysis of economics and business problems. It is companion to the course in statistics and uses computer packages such as Excel and Access and SPSS in addressing business problems and data analysis. By the end of the course learners should be familiar with the use of computers and software packages in addressing business/economic issues.

**SRS 201 Philosophy I (2 credits):** The purpose of this course in philosophy is to engage students in the search for meaning – to understand oneself as human and to understand “reality” and the “real world.” In the first semester, consideration is given to the history of philosophy and the human quest for understanding, from the classical philosophers to modern philosophers, with attention given to African thinkers and philosophical systems. By the end of the course, learners should be able to have an overview of the basic questions involved in this search for meaning, and how previous ‘thinkers’ have addressed these questions in their own lives.

**SRS 202 Philosophy II** **(2 credits):** The purpose of this course is to introduce learners to the contemporary Christian philosophers/theologians. This begins with epistemology and cognition: observation, attending to experience – and then asking what, why, how and what for? By the end of the course the leaner should be able to appropriate this method in the promotion of understanding, the affirmation of the real/truth and the approval of the good. Learners should be able to see it as incorporating a dynamic that is *attentive,**intelligent, reasonable, responsible* and “leads to a conscious intending, going beyond the given and striving for the yet unknown, the totality”, and the whole. As such it is a foundation for self-understanding and personal growth.

**English 201 Intermediate English I (2 credits):** Learners who do not score a minimal grade of C in Language and Communication Skills are required to take this Intermediate Level English course. It is not optional but they will be integrated into the courses of the introductory year. The emphasis in this course is on written and spoken English.

**English 202 Intermediate English II (2 credits):** The purpose of this course is to deepen the learners’ knowledge in Language and Communication Skills. Learners are required to take this Intermediate II Level English to apply the concepts taught.

**Third Year Courses, Economics and Business Administration**

|  |  |  |
| --- | --- | --- |
| **Discipline/Course** | **1st Sem** | **2nd Sem** |
| EBA 206 Business Law I |  | 3 credits |
| EBA 213 Business Law II | 3 credits |  |
| EBA 301 Microeconomics | 3 credits |  |
| EBA 302 Macroeconomics |  | 3 credits |
| EBA 303 Public Finance and Taxation | 3 credits |  |
| EBA 304 Business Finance |  | 3 credits |
| EBA 305 Money and Banking | 3 credits |  |
| EBA 306 Principles of Marketing |  | 3 credits |
| EBA 307 Human Resource Management | 3 credits |  |
| EBA 308 Operations and Production Management |  | 3 credits |
| EBA 309 Research Methods II | 3 credits |  |
| EBA 310 Project Planning and Management |  | 3 credits |
| SRS 301 Theology I | 2 credits |  |
| SRS 302 Theology 2 |  | 2 credits |
| Total | 20 credits | 20 credits |

**EBA 206 Business Law I (3 credits):** The purpose of this course is to introduce learners to the legal systems and law pertaining to business activities in South Sudan. By the end of the course learners should be able to understand the laws of South Sudan with regards to financial institutions, Labour laws, permits, registration and legalization of companies and the Chamber of Commerce.

**EBA 213 Business Law II (3 credits):** The purpose of this course is to deepen learners understanding of the legal systems and its application to Business companies. By the end of the course learners should be able to understand the laws of contracts and torts and the application of law to commercial papers, bankruptcy, sales, land and property, and to institutional arrangements such as partnerships and corporations.

##### EBA 301 Microeconomics (3 credits): The purpose of this course is to introduce learners to understand the use of economics in firms and decision making. At the conclusion of the course, learners should be able to explain the techniques involved in addressing the “allocation” of scarce resources in the satisfaction of society’s needs – concepts of supply and demand, the market and market structures, production and consumption theory, conditions of perfect and imperfect competition and the price system within the theory of the production enterprise or firm.

##### EBA 302 Macroeconomics (3 credits): The purpose of this course is to deepen learners’ understanding of the “macro” economy at the larger or national level, with an evaluation of national accounts and of aggregate income and expenditure. By the end of the course, learners should be able to apply general equilibrium theory, the theory of closed and open economies, the elements of the Keynesian model, money and banking, inflation and macroeconomic policy as applied to South Sudan.

**EBA 303 Public Finance and Taxation (3 credits):** The purpose of this course is to introduce learners to the main features of public finance and Taxation. It considers the theory of public expenditures and taxation, the sources of public revenue and the management of public debt, and the preparation of the budget and budgetary systems. By the end of the course, learners should understand the main theories of public finance and the particular constraints of the financial sector, budget process and taxation, with special reference to South Sudan.

**EBA 304 Business Finance (3 credits):** The purpose of this course is to introduce learners to the principles and practices of organizing, financing and rehabilitating business enterprises, with special focus to South Sudan. It, also, considers the different types of securities and their role in raising funds and the methods of apportioning income, risk and control. By the end of the course, learner should be able to know thcentral issues and institutions related to business finance in the world and South Sudan.

**EBA 305 Money and Banking (3 credits):** The purpose of this course is to provide learners with an understanding of the nature and function of money and its historical development. Learners study the factors underlying the supply of and demand for money, both in theory and in practice, and the relationship of money to the prevailing level of prices in an economy. By the end of this course, learners should be able to explain the International banking and financial systems with emphasis on the Central Bank of South Sudan and the economic principles underlying its structure and practice.

**EBA 306 Principles of Marketing (3 credits):** The purpose of this course is to introduce learners to decision criteria used in satisfying consumer preferences (wants and needs). Learners also will be able to undertake market surveys and to understand the constraints that are faced in entering markets. By the end of the course learners should be able to develop a marketing strategy for International and local products with the focus on the domestic economy of S. Sudan.

##### EBA 307 Human Resource Management (3 credits): The purpose of this course is to study the role and the importance of Human Resources and its constructive management in organisations and its development. The principal areas of study are human resource planning, selection, recruitment, compensation, development and appraisal of employees. By the end of the course, learners should be able to understand the organizational issues involved and be able to advise and manage the Human Resources aspects for a business enterprise.

**EBA 308 Operations and Production Management (3 credits):** The purpose of this course is to study the principles involved in production, operations and management as applied to organizations. It introduces learners to the systems and approaches of operations’ management – the design of products, processes, tasks and the physical facilities and lay-out of production systems. By the end of the course, learners should be able to understand the importance of operations and production through inventory control and be able to set up a method of managing the timely arrival of the inventory needed in production management.

**EBA 310 Business Projects and Management (3 credits):** The purpose of this course is to provide learners with a method of developing a project from vision to implementation and evaluation. A basic methodology includes identifying a project and articulating a vision, identifying interested parties or stakeholders, stating project objectives and goals, detailing the activities and specifying the inputs, preparing a budget over a realistic time, nalyseg the project from a benefit-cost perspective and managing or implementing the project. By the end of the course, learners should be able to use this methodology for the preparation of business projects and apply them to the context of S. Sudan.

**SRS 301 Theology I (2 credits**): The purpose of the course is to engage learners in reflecting on social and religious context and to encourage them to articulate or “put handles on” what they experience. By studying theology, Learners will explore the spiritual foundations of human experience in its personal and socio-cultural dimensions. By the end of the course, learners should be able to become conscious about their personal and spiritual journey and be in touch with what it means to be human in relationship with God and with others in the global community.

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##### SRS 302 Theology II (2 credits): Theology II course continues on the foundations of the Theology (I) and leads learners to the study of religion and the meaning of spirituality. By the end of the course, learners should be able to understand the beliefs and practices of the Catholic Church with emphasis on the Sacred Religious Books of the Hebrew Bible, the New Testament of the Christian religion and the beliefs and practices of the other major religions.

**Fourth Year Courses: Economics and Business Administration**

|  |  |  |
| --- | --- | --- |
| **Discipline/Course** | **1st Sem** | **2nd Sem** |
| EBA 401 Business Policy and Strategy | 3 credits |  |
| EBA 402 Managerial Accounting |  | 3 credits |
| EBA 403 International Economics | 3 credits |  |
| EBA 404 Regional and International Marketing |  | 3 credits |
| EBA 405 Development Economics | 3 credits |  |
| EBA 406 The Economy of South Sudan |  | 3 credits |
| EBA 407 Entrepreneurship & Small Business Management | 3 credits |  |
| EBA 408 Special Seminar |  | 3 credits |
| EBA 409 Research Project & Writing I | 2 credits |  |
| EBA 410 Research Project & Writing II |  | 2 credits |
| EBA 411 Business Ethics and Catholic Social Thought | 2 credits |  |
| SRS 408 Interfaith Encounter and Religious Dialogue |  | 2 credits |
| Total | 16 credits | 16 credits |

**EBA 401 Business Policy and Strategy (3 credits):** The purpose of this course is to help learners to integrate the various functional areas of business in terms of policy and decision-making. Emphasis is put on the strategic planning process in business, setting or formulating business objectives and the on-going analysis of problems in business management. By the end of this course learners should be able to formulate a business plan and strategy to meet business environment.

##### EBA 402 Managerial Accounting (3 credits): The purpose of this course is to introduce students to the concepts of cost and classification in service and manufacturing enterprises from the perspective of “activity based costing” (ABC). By the end of the course learners should be able to understand and apply the techniques used to generate data for costing of production with emphasis on job-order, cost-volume analysis, standard costing systems, behaviour, budgeting and performance measurements.

**EBA 403 International Economics (3 credits):** The purpose of this course is to introduce students to the basic principles of International Trade and the main features of the International trading organizations such as the Word Bank, the IMF, the WTO, and the AGOA. The course will study some applications to commodity markets and trade in context of South Sudan. By the end of the course, learners should be able to understand the advantages and disadvantages (benefits and costs) of open International trading systems for the developing economies such as South Sudan and the countries of the Eastern Africa Region.

**EBA 404 Regional and International Marketing (3 credits):** The purpose of this course is to deepen students’ understanding of South Sudan’s relationship to the international trading systems as they affect trade. Special consideration will be given to the benefits and demerits of joining the International markets and the East African Community. By the end of the course, learners should be able to evaluate these marketing mechanisms and trading arrangements and analyse the benefits and costs as they affect particular business organizations and products.

**EBA 405 Development Economics (3 credits):** The purpose of this course is to engage learners in the use and application of Economic Theories and tools learned to analyse countries at different stages of development especially with the agricultural and industrial organizations. Beginning with the origin and evolution of “development” consideration is given to current indices of development with a focus on the UNDP’s Human Development Index (their strengths and weaknesses). By the end of the course, learners should be able to understand and explain the implications of economic growth, population dynamics and its growth, resources, capital and human resource formation, education and health, market structures, technology, trade and the role of government in improving societal living conditions.

**EBA 406 The Economy of South Sudan (3 credits):** The purpose of this course is to engage learners in applying the theoretical knowledge and practical skills acquired to the study of the structure of South Sudan economy. The starting point is the examination of the structure of the economy with emphasis on the natural resources, population dynamics, fiscal capital and enterprises. Consideration is, also, given to external trade, money and banking, public finance and economic planning. By end of the course learners should be able to apply the economic principles studied to the decision making of enterprises and households and explain micro/macro-economic structures to financial systems and the role of government in managing the economy.

**EBA 407 Entrepreneurship and Business Management (3 credits):** The purpose of this course is to introduce learners to the range of business opportunities in the world and the region and to stimulate entrepreneurial interests and skills. Learners will consider various business opportunities, both large and small, that are open for urban and/or rural communities. By the end of the course, learners should be able to demonstrate the steps involved in starting a small business such as registration, methods of franchising and financing, relations to Government, managerial and organizational sub-functions, the staffing process, recruitment and selection. The entrepreneurial learners will take special project to test on how to establishment business.

**EBA 408 Special Seminar (3 credits):** The objective of the seminar is to deepen a learner’s knowledge of a particular area of study and to encourage the learner on how to undertake independent study and research in areas such as business management, finance and credit, public policy issues, and/or urban and rural development.

**EBA 409 Research Project and Thesis Writing I (2 credits):**The Research Project and Thesis Writing is a research project paper that culminates the four year program in Economics and Business Administration. A supervisor will accompany each researcher in the choice of a topic of interest and guides him/her in undertaking research and writing the final project report/thesis.

**EBA 410 Research Project and Thesis Writing II (2 credits):** The purpose of the second course in research is to accompany the candidates in writing and completing the final copy of the research project and thesis. The final copy will be written in good structure, language and demonstrates the use of statistics and analysis. The final awarding of a degree is based on the satisfactory completion of this written research report/thesis and the oral defence.

**EBA 411 Business Ethics and Catholic Social Thought (2 credits):** The purpose and the objective of this course is to review the principal features of the Social Analysis and Social Ethics courses of the propedeutic year and relate them to the principles of the Catholic Social Thought to business structures. Learners will select a particular area or problem of contemporary business practice as a case study and apply these principles to the issue/problem. In the final section of this course, learners will prepare a written paper setting forth an issue, the principles involved and the ethical resolution. Learners will use the paper for an oral presentation.

**SRS 408 Interfaith Encounter and Religious Dialogue (2 credits):** The purpose of this course is to study the central beliefs of the major religions and examine the basis for dialogue. A practical extension of this course is to engage other communities of faith in religious conversation and joint activities. Interfaith encounter has two dimensions of critical importance today which are: a) dialogue on the level of theology, belief and living together, and b) dialogue at the level of tolerance and indifference? By the end of the course, learners should be able to understand the principles of dialogue and conflict resolution and grounds for collaboration in the search for shared values among the major religions.

**FACULTY OF EDUCATION**

**Bachelor Degree in Education Programme**

1. **Mission: Formation of Secondary School Teachers**

The Faculty of Education seeks to train University degree holders who will be effective teachers and administrators. These teachers will teach in both South Sudan’s secondary Schools and at the tertiary institutions that offer a diploma in education. The Department seeks to form learners who are conscientious, capable, committed to the integral development of the human person and society. The Faculty will be in consistent with the overall mission of the Catholic University of South Sudan.

1. **The Curriculum**

The Bachelors’ Degree Program in Education (B. Edu) is a four year degree program, Three year degree program and Two year degree programs.

1. **Objectives of the Program:**
   1. To train professional teachers for secondary schools and colleges
   2. To equip teachers with the necessary educational skills for teaching in their areas of specialization
   3. To enhance learner’s research and career development in education.
2. **Academic Regulations for the programmes**

The general regulation for all the other Bachelor degrees in the University will apply.

1. **Admission Requirements**

The admission procedures and requirements follows the set admission programme of the University.

1. **Education Programmes**

**Four-Year Programme**

For South Sudanese who seek admission to the Catholic University of South Sudan candidates must have a senior secondary school Certificate (SSSSC) with a minimum percentage of sixty eight (68%).

For foreign certificate applicants, who seek admission must satisfy the minimum requirements for University entry in their country of origin. (E.g. Applicants with Ugandan certificates must have completed Advanced level with Two Principle Passes. Those with Kenyan documents must at least have a C+ in Kenyan Certificate of Secondary School.).

**Three-Year Degree Programme**

This programme is meant for applicants who at least have completed a two year programme of Education or equivalent course in an accredited intuition of learning.

For foreign certificate applicants, who seek admission, must satisfy the minimum requirements for (A-Level) University entry in their country of origin. (E.g. Applicants with Ugandan certificates must have completed Advanced level with Two Principle Passes).

**Two Year Programme**

This programme is meant for applicants who hold Diploma in Education with a credit grade in Education and two appropriate subjects or equivalent diploma qualification. The applicant must have three-years teaching experience.

1. **Degree Patterns and Course Duration**

**Four-Year Programme**

In the first year of study, each learner shall take two common courses, PRO. 102, Study Skills and Pro. 103, Communication Skills, four (4) education courses and eight (8) courses from cognate departments.

In the second year, each learner shall take two common courses, four (8) education courses and eight (8) courses from cognate departments.

In the third year, each learner shall take five (5) education courses and eight (8) courses from cognate departments. Teaching Practice shall be compulsory for third year Education Programme.

In the fourth year, each learner shall take five (5) education courses and six (6) courses from the cognate departments.

**Three-Year Programme**

In the first year of study, each learner shall take two (2) common courses, four (4) education courses and eight (8) courses from the cognate departments.

In the second year, learners shall take one (1) common course, five (5) education courses and eight (8) courses from cognate departments. Teaching practice shall be one of the core courses in the second year.

In the third years, learners shall take six (6) education courses and six (6) courses from the cognate departments. The project will be one of the compulsory courses in the third year.

**Two Year Programme**

In the first year of study, each learner shall take two (2) common courses, three (3) education courses and ten (10) courses from the cognate departments.

In the second year, learners shall study one (1) common course, two (2) education courses and twelve (12) courses from the cognate department.

1. **Requirements for graduation**

For award of the degree in Education, a student must have:

1. Attended all contact hours required by each programme;
2. Done course work and examination in each registered course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Bachelor of Education** | **Education Courses** | **Cognate Departments** | **Common Courses** | **Total** |
| **Four-Year** | 18 | 30 | 4 | 52 |
| **Three-Year Programme** | 15 | 22 | 3 | 40 |
| **Two-Year Programme** | 5 | 22 | 3 | 30 |

1. **Classification of Degrees**

The general classification for a Bachelor degree in the University will apply.

1. **Regulation for Research Projects**
2. Before the end of the third year, candidates must formulate a research proposal in the field of their choice and submit to the Academic Committee of the Department for approval.
3. After the approval of the research proposal, candidates will be assigned a supervisor.
4. The final research for submission should be between 46 to 70 pages, double spaced, font 12 Times New Roman and presented in hard cover binding. The research should be submitted in four hard copies.
5. The research project is equivalent to one (1) unit course of three (3) credit hours.
6. Students must adhere to the scientific method of inquiry as stipulated in APA Writing Style.
7. **Regulations for Teaching Practice**

The teaching practice coordinator is in charge of preparation, planning and the organization of the teaching practice. The coordinator works in conjunction with the other lectures in the Department of Education. Students, due for teaching practice, must register at the coordinator’s office before teaching practice starts. They are asked to list three schools from which the student is assigned to one for practice. The chosen school must be within 100 kilometre radius from Catholic University of South Sudan (CuofSS) to enable adequate supervision by the Teaching Practice Office.

The duration of teaching practice is three months which is in the second semester vacation between May and August. Students should undergo two (2) Teaching Practice Seminars before leaving for their respective schools for the practice. In those seminars, students are taught how to conduct themselves in the various schools/communities they are going to join.

The student-teacher is expected to report to the various schools before the end of the first term so that the Head Teacher will be in a position to incorporate him/her to the teaching schedule for the second term.

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| --- | --- | --- |
| **Education Courses** | **1st Sem** | **2nd Sem** |
| EDU 101 Human Development Psychology | 3 credits |  |
| EDU 102 Human Character Formation and Learning |  | 3 credits |
| EDU 103 History of Education | 3 credits |  |
| EDU 104 Philosophy of Education |  | 3 credits |
| PRO 101 Study Skills | 3 credits |  |
| PRO 107 Computer Studies II |  | 3 credits |
| PRO 108 Computer Studies I | 3 credits |  |
| PRO 110 Social Ethics |  | 3 credits |
| Math 103 Foundation of pure Maths | 3 Credits |  |
| EBA 301 Macro Economics |  | 3 credits |
| Math 101 Elementary Calculus I | 3 credits |  |
| Math 105 Algebra I |  | 3 credits |
| EBA 302 Micro Economics | 3 credits |  |
| Math 302 Calculus II |  | 3 credits |
| **Total** | **21 Credits** | 2 **1 Credits** |

1. **EDUCATION COURSES**

**FIRST YEAR MATHEMATICS/ BUSINESS**

**EDU 101 Human Developmental Psychology (3 credits):** The purpose of this course is to introduce learner to the process of human development from conception, old age to death. The course begins with the origins of psychology and reviews the main schools – behaviourism, structuralism, functionalism and psycho-analysis. Special consideration is given to adolescence with its attendant changes: growth, development, maturation and associated social problems. By the end of the course, learners should be able to understand the process of human development from birth to old age and explain the social, physical, intellectual, emotional and moral stages of human development of each stage.

**EDU 102 Human Character Formation and Learning (3 credits):** This course introduces learners to group dynamics, the nature of groups and group membership in relation to the learning process. It provides a background to both the empirical and theoretical considerations of the factors that influence behavioural change in the individual. It examines group membership from the various dimensions of group dynamics, namely group pressure, power, influence and leadership styles. It also considers the psychology of learning and the nature of the learning process. By the end of the course, learners should be able to understand the dynamics of human behaviour and to assist pupils to be self-disciplined, assume responsibility for their personal behaviour, and co-operate with others in the process of learning. They will, also, be able to identify techniques and methods that promote and discourage pupils’ learning, know the principal learning theories and be able to apply them to classroom situations

**EDU 103 History of Education (3 credits):** The purpose of this course is to introduce learners to the historical development of education so that they might better understand modern educational theories and practices. The course is divided into three sections. The first section touches education of ‘classical societies’ up to the 20th century. This section covers a range of countries such as Egypt, Greece, Rome, India and China and the influence of the major religions – Judaism, Christianity and Islam – on the development of different approaches to education. The second section deals with the theory and practice of African indigenous education and educational developments during the colonial and post-independence periods. The third section covers the educational developments in Eastern Africa and Sudan from the pre-colonial period to the present. By the end of the course, learners should be able to understand and appreciate the importance of the history of education in teacher training and the factors that have influenced the development of education from the classical period to the present.

**EDU 104 Philosophy of Education (3 credits):** The purpose of this course is to acquaint learners with the philosophical issues that underlie the development of education and its many dimensions. Following the introductory course in philosophy, students are led to appreciate the meaning and concept of education and its many aspects, e.g., knowledge, values, creativity and human development. By the end of the course, learners should be able to understand the main philosophies and beliefs about the human person, the close relationship that exists between education and societal values and how these are expressed in national educational policies in Africa.

**PRO 101 Study Skills** (2 credits): The purpose of this course is to introduce learners to sound methods of study, so that they may utilize their time effectively in obtaining a University education. By the end of the course, learners should be able to manage their time effectively, take notes rapidly and correctly during lectures and presentations, and use the library systematically for reading and study.

**PRO 110 Social Ethics** (3 credits): The purpose of this course is to nourish and promote the integral human development of students in relation to themselves and to society. The topics include the dignity of the human person, the rights and duties of the person, the common good and basic principles of social justice. By the end of the course, learners should be able to understand the role of social ethics in developing a just society and be committed to living ethically in their personal lives and in the community.

**PRO 107 Computer Studies I** (3 credits**):** The purpose of this course is to introduce students to basics of computer application. Students learn the principles of a basic computer language and how to operate software programs. In laboratory practical exercises, students “learn by doing.” By the end of the course, students should be able to learn and operate basics computer applications such as Word Processing (MS Word).

**PRO 108 Computer Studies II** (3 credits**):** This course builds on the first semester and continues with laboratory exercises. By the end of the course, learners should be able to practice the common office applications and texts in at least two operating systems.

**Math 101 Elementary Calculus I** (3 Credits) This course is a single variable calculus which will introduce the learners to definitions of limit, continuity, derivative, differentiation and some applications of differentiation to social and natural sciences. The learners will be exposed to computational techniques and applications of differentiation.By the end of the course learners should be able to understand and explain the basic concepts used in Calculus.

**Math 105 Algebra I** (3 credits) this course is meant to introduce the learner to solving of equations in algebra. The complex numbers and their Cartesian, polar and exponential forms, arguments modulus and representation. The Aragon diagram, operations, power and roots of complex numbers, Demovers theorem and application in geometry. By the end of the course learners should be able to explain the concepts of the theory of equations, elementary matrix algebra and determinants, inverse matrix and application in solution of linear systems and equations.

**Math 302 Calculus II** (3credits)introduces the learners to integration as an area under the curve methods of integration; part by partial fraction, formula for standard integrals, application of integration to areas, surfaces and values of revolution, centre of gravity and moment of inertia.

##### EBA 301 Microeconomics (3 credits): The purpose of this course is to introduce learners to understand the use of economics in firms and decision making. At the conclusion of the course, learners should be able to explain the techniques involved in addressing the “allocation” of scarce resources in the satisfaction of society’s needs – concepts of supply and demand, the market and market structures, production and consumption theory, conditions of perfect and imperfect competition and the price system within the theory of the production enterprise or firm.

##### EBA 302 Macroeconomics (3 credits): The purpose of this course is to deepen learners’ understanding of the “macro” economy at the larger or national level, with an evaluation of national accounts and of aggregate income and expenditure. By the end of the course, learners should be able to apply general equilibrium theory, the theory of closed and open economies, the elements of the Keynesian model, money and banking, inflation and macroeconomic policy as applied to South Sudan.

**FIRST CRE/BUSINESS**

|  |  |  |
| --- | --- | --- |
| **Educational Courses** | **1st Sem** | **2nd Sem** |
| EDU 101 Human Development Psychology | 3credit |  |
| EDU 102 Human Character Formation and Learning |  | 3credit |
| EDU 103 History of Education | 3credits |  |
| EDU 104 Philosophy of Education |  | 3credit |
| Pro 111 Accounting I | 3credit |  |
| Pro 112 Accounting II |  | 3credits |
| Pro 101 Study Skills | 3credits |  |
| PRO 104 Computer Studies II |  | 3 credits |
| PRO 103 Computer Studies I | 3credits |  |
| EBA 301 Introduction to Micro-Economics | 3credits |  |
| EBA 302 Principles of Macroeconomics |  | 3 credits |
| SRS 103 African Culture and Religion | 3 credits |  |
| SRS 206 Pentateuch |  | 3 credits |
| SRS203 Prophetic Books | 3credits |  |
| SRS 105 Christianity in Africa (Church History) |  | 3 credits |
| **Total** | **24 Credits** | **21 Credits** |

**EDU 101 Human Developmental Psychology (3 credits):** The purpose of this course is to introduce learner to the process of human development from conception, old age to death. The course begins with the origins of psychology and reviews the main schools – behaviourism, structuralism, functionalism and psycho-analysis. Special consideration is given to adolescence with its attendant changes: growth, development, maturation and associated social problems. By the end of the course, learners should be able to understand the process of human development from birth to old age and explain the social, physical, intellectual, emotional and moral stages of human development of each stage.

**EDU 102 Human Character Formation and Learning (3 credits):** This course introduces learners to group dynamics, the nature of groups and group membership in relation to the learning process. It provides a background to both the empirical and theoretical considerations of the factors that influence behavioural change in the individual. It examines group membership from the various dimensions of group dynamics, namely group pressure, power, influence and leadership styles. It also considers the psychology of learning and the nature of the learning process. By the end of the course, learners should be able to understand the dynamics of human behaviour and to assist pupils to be self-disciplined, assume responsibility for their personal behaviour, and co-operate with others in the process of learning. They will, also, be able to identify techniques and methods that promote and discourage pupils’ learning, know the principal learning theories and be able to apply them to classroom situations.

**EDU 103 History of Education (3 credits):** The purpose of this course is to introduce learners to the historical development of education so that they might better understand modern educational theories and practices. The course is divided into three sections. The first section touches education of ‘classical societies’ up to the 20th century. This section covers a range of countries such as Egypt, Greece, Rome, India and China and the influence of the major religions – Judaism, Christianity and Islam – on the development of different approaches to education. The second section deals with the theory and practice of African indigenous education and educational developments during the colonial and post-independence periods. The third section covers the educational developments in Eastern Africa and Sudan from the pre-colonial period to the present. By the end of the course, learners should be able to understand and appreciate the importance of the history of education in teacher training and the factors that have influenced the development of education from the classical period to the present.

**EDU 104 Philosophy of Education (3 credits):** The purpose of this course is to acquaint learners with the philosophical issues that underlie the development of education and its many dimensions. Following the introductory course in philosophy, students are led to appreciate the meaning and concept of education and its many aspects, e.g., knowledge, values, creativity and human development. By the end of the course, learners should be able to understand the main philosophies and beliefs about the human person, the close relationship that exists between education and societal values and how these are expressed in national educational policies in Africa.

**PRO 101 Study Skills (2 credits):** The purpose of this course is to introduce learners to sound methods of study, so that they may utilize their time effectively in obtaining a University education. By the end of the course, learners should be able to manage their time effectively, take notes rapidly and correctly during lectures and presentations, and use the library systematically for reading and study.

**PRO 110 Social Ethics (3 credits):** The purpose of this course is to nourish and promote the integral human development of students in relation to themselves and to society. The topics include the dignity of the human person, the rights and duties of the person, the common good and basic principles of social justice. By the end of the course, learners should be able to understand the role of social ethics in developing a just society and be committed to living ethically in their personal lives and in the community.

**PRO 107 Computer Studies I** (3 credits**):** The purpose of this course is to introduce students to basics of computer application. Students learn the principles of a basic computer language and how to operate software programs. In laboratory practical exercises, students “learn by doing.” By the end of the course, students should be able to learn and operate basics computer applications such as Word Processing (MS Word).

**PRO 108 Computer Studies II** (3 credits**):** This course builds on the first semester and continues with laboratory exercises. By the end of the course, learners should be able to practice the common office applications and texts in at least two operating systems.

**PRO 111 Accounting I (3** credits): The purpose of this course is to introduce students to the principles of accounting and double-entry book keeping. At the conclusion of the first semester, students should understand, set up a balance sheet and undertake simply accounting exercises.

**PRO 112 Accounting II (3** credits): This second semester course builds on the principles studied in the first semester. At the end of the second semester, students should be able to prepare and analyse a financial statement for a simple business organization and use accounting information for decision making. They should also be able to use the Excel program that they learned to maintain and manage their own accounts.

##### EBA 301 Microeconomics (3 credits): The purpose of this course is to introduce learners to understand the use of economics in firms and decision making. At the conclusion of the course, learners should be able to explain the techniques involved in addressing the “allocation” of scarce resources in the satisfaction of society’s needs – concepts of supply and demand, the market and market structures, production and consumption theory, conditions of perfect and imperfect competition and the price system within the theory of the production enterprise or firm.

##### EBA 302 Macroeconomics (3 credits): The purpose of this course is to deepen learners’ understanding of the “macro” economy at the larger or national level, with an evaluation of national accounts and of aggregate income and expenditure. By the end of the course, learners should be able to apply general equilibrium theory, the theory of closed and open economies, the elements of the Keynesian model, money and banking, inflation and macroeconomic policy as applied to South Sudan.

**SRS 103 African Cultures and Religion (3 credits):** the purpose of this course is to introduce students to the basic cultural concepts in African studies as a means of understanding African Religion and cultures. The course focuses mainly on African beliefs. Beginning with a general definition of culture and religion, students examine the relationships between culture and religion that deal with ancestors, spirits and traditional forms of worship. The course considers the relationship between African traditional religion and Christianity in a time of change and concludes with a critical study of enculturation and how the Gospel can be accommodated in African culture and religion, thus leading to an authentic African Christianity. By the end of the course, learners should be able to demonstrate an understanding of the African religion and culture.

**SRS 206 Pentateuch (3credits):** This course introduces learners to the Pentateuch or the first five books of the “Old Testament”- Genesis (50 chapters), Exodus (40), Leviticus (27), Numbers (36) and Deuteronomy (34). These all together form a unit and are known either as the Pentateuch (from the Greek for *five books*) or as the Torah (the Hebrew word for law). The Jews saw these five books as a unity and traditionally held them to be the work of a single author, Moses. The course aims at giving the learners a general appreciation of the Pentateuch by developing a sense  
of location of events and an understanding of the Jewish worldview. It begins by treating the formation of the Old Testament in general, with special reference to the ancient history and traditions (Genesis-the patriarchal narratives) and the development of the covenant and the theology of the Old Testament. By the end of the course learners should be able to: a) interpret the Pentateuch narratives as theological history, b) evaluate the Pentateuch narratives from the point of view of an African pre-scientific period, and c) appreciate God’s involvement in Israel’s history and theology.

**SRS 106 Pentateuch (3credit)**: This course examines the “prophetic ministry” in the Old Testament. The word “prophet” is from the Greek word meaning a spokesperson, one who speaks or interprets in the name of God. Old Testament prophets believed that they were chosen by God and inspired by God’s Spirit to play a central role in society. The course begins with the general idea of prophecy: Who a prophet is, how one became a prophet, how prophetic utterances came to be collected in book form. The Old Testament names sixteen prophets, four major and twelve minor. It considers the four Major Prophets- Isaiah, Jeremiah, Ezekiel and Daniel—and some minor prophets under the school of the Major Prophets: a) their lives and historical context; b) the contents and theology of their prophecies; and c) the relevancy of the prophetic books for today.

By the end of the course learners should be able to describe the principal prophetic books and their theological teachings, placed within the history of God’s relation to the people of Israel and seen in the light of the socio-political religious background of the times. Learners will be also able to examine the relevance of the prophetic message to Africa.

**SRS 105 Christianity in Africa (Church History) (3credit):** In this course, learners examine the early history of Christianity in Africa, the post-apostolic period, St. Augustine and the Abyssinia (Ethiopia) until the 1500s. Students consider the spread of Christianity in Africa during the last

Five centuries are led to an appreciation of the contribution of the African Church to the world Church.

**FIRST YEAR**

**ENGLISH /ENGLISH LITERATURE**

|  |  |  |
| --- | --- | --- |
| **Education Courses** | **1st Sem** | **2nd Sem** |
| EDU 101 Human Development Psychology | 3 credits |  |
| EDU 102 Human Character Formation and Learning |  | 3 credits |
| EDU 103 History of Education | 3 credits |  |
| EDU 104 Philosophy of Education |  | 3 credits |
| PRO 101 Study Skills | 3 credits |  |
| PRO 107 Computer Studies I |  | 3 credits |
| PRO 108 Computer Studies II | 3 credits |  |
| Eng. 102 Morphology |  | 3 credits |
| ENG101 Grammar | 3credits |  |
| ENG. 103 Foundation of Fiction |  | 3credits |
| ENG 102 Language Skills | 3credits |  |
| LIT 101 Literary Studies |  | 3crdits |
| **Total** | **18credits** | **18credits** |

**EDU 101 Human Developmental Psychology (3 credits):** The purpose of this course is to introduce learner to the process of human development from conception, old age to death. The course begins with the origins of psychology and reviews the main schools – behaviourism, structuralism, functionalism and psycho-analysis. Special consideration is given to adolescence with its attendant changes: growth, development, maturation and associated social problems. By the end of the course, learners should be able to understand the process of human development from birth to old age and explain the social, physical, intellectual, emotional and moral stages of human development of each stage.

**EDU 102 Human Character Formation and Learning (3 credits):** This course introduces learners to group dynamics, the nature of groups and group membership in relation to the learning process. It provides a background to both the empirical and theoretical considerations of the factors that influence behavioural change in the individual. It examines group membership from the various dimensions of group dynamics, namely group pressure, power, influence and leadership styles. It also considers the psychology of learning and the nature of the learning process. By the end of the course, learners should be able to understand the dynamics of human behaviour and to assist pupils to be self-disciplined, assume responsibility for their personal behaviour, and co-operate with others in the process of learning. They will, also, be able to identify techniques and methods that promote and discourage pupils’ learning, know the principal learning theories and be able to apply them to classroom situations.

**EDU 103 History of Education (3 credits):** The purpose of this course is to introduce learners to the historical development of education so that they might better understand modern educational theories and practices. The course is divided into three sections. The first section touches education of ‘classical societies’ up to the 20th century. This section covers a range of countries such as Egypt, Greece, Rome, India and China and the influence of the major religions – Judaism, Christianity and Islam – on the development of different approaches to education. The second section deals with the theory and practice of African indigenous education and educational developments during the colonial and post-independence periods. The third section covers the educational developments in Eastern Africa and Sudan from the pre-colonial period to the present. By the end of the course, learners should be able to understand and appreciate the importance of the history of education in teacher training and the factors that have influenced the development of education from the classical period to the present.

**EDU 104 Philosophy of Education (3 credits):** The purpose of this course is to acquaint learners with the philosophical issues that underlie the development of education and its many dimensions. Following the introductory course in philosophy, students are led to appreciate the meaning and concept of education and its many aspects, e.g., knowledge, values, creativity and human development. By the end of the course, learners should be able to understand the main philosophies and beliefs about the human person, the close relationship that exists between education and societal values and how these are expressed in national educational policies in Africa.

**PRO 101 Study Skills (2 credits):** The purpose of this course is to introduce learners to sound methods of study, so that they may utilize their time effectively in obtaining a University education. By the end of the course, learners should be able to manage their time effectively, take notes rapidly and correctly during lectures and presentations, and use the library systematically for reading and study.

**PRO 110 Social Ethics (3 credits):** The purpose of this course is to nourish and promote the integral human development of students in relation to themselves and to society. The topics include the dignity of the human person, the rights and duties of the person, the common good and basic principles of social justice. By the end of the course, learners should be able to understand the role of social ethics in developing a just society and be committed to living ethically in their personal lives and in the community.

**PRO 107 Computer Studies I** (3 credits**):** The purpose of this course is to introduce students to basics of computer application. Students learn the principles of a basic computer language and how to operate software programs. In laboratory practical exercises, students “learn by doing.” By the end of the course, students should be able to learn and operate basics computer applications such as Word Processing (MS Word).

**PRO 108 Computer Studies II (3 credits):** This course builds on the first semester and continues with laboratory exercises. By the end of the course, learners should be able to practice the common office applications and texts in at least two operating systems.

**Eng. 102 Morphology (3credit):** the purpose this course is to enable the learner develop knowledge of both pronunciation and meaning of words used in English. English is not our first language so through these courses the learners get exposed to various words used in English so as to increase their vocabulary in the spoken English. By the end of the course the learner should be able to express him/herself in English comfortably.

**ENG101 Grammar** (3credit) the purpose of this course is to enable the non-English speakers to know and understand English language. English as a language is adapted as media of communication in many countries South Sudan inclusive. In order for the learners to understand the concepts imparted at the university they must know English language. Therefore, the main aim of the English grammar taught at the University is to help the learner to master the significant rules in speaking and writing English. By the end of the course the learners should be able to express themselves in English. They should be able to write correctly and identify the various part of the language e.g. Nouns, adjectives, adverbs……

**ENG. 103 Foundation of Fiction (3credit):** This course is intended to introduce components of Fiction, Drama and poetry to the first year and as attempt to provide the students with reasonably compact introduction to the study as well as practical advice on the sort of writing expected in department of English and Literature. The course also helps the students understand fiction, drama and poetry as branches of literature to find specific help in writing about literature. It is also meant to inspire students to try their hand on imaginative writing and to be more sensitive to language application.

**LIT 101 Literary Studies** (3credit): The Purpose African Literature is to provide the learners with the basis of Literature in the African context. It will enable them to appreciate the oral nature of African Unwritten Literature. By the end of the course learners should be able to narrate the concepts contain in the African oral literature and appreciate it.

**SECOND YEAR C.R.E/BUSINESS**

|  |  |  |
| --- | --- | --- |
| **Education Courses** | **1st Sem** | **2nd Sem** |
| EDU202 Educational Ethics |  | 3 credits |
| EDU201 Methods of Instruction | 3 credits |  |
| EDU202 Principles of Curriculum |  | 3 credits |
| EDU203 Assessment and Evaluation | 3 credits |  |
| EDU 204 Research Methods |  | 3 credits |
| SRS203 Comparative Religion | 3 credits |  |
| SRS 204 Philosophy of Religion |  | 3 credit |
| SRS 205 Phenomenology of Religion | 3 credits |  |
| SRS 206 Sociology of Religion |  | 3 credits |
| EBA201 Principles of Economics I | 3 credits |  |
| MATH 106 Statistics and Probabilities |  | 3 credits |
| EBA212 Computer Application Bus& Industry | 3credits |  |
| EBA 202 Principles of Economics II |  | 3 credits |
| PRO 109 Introduction to Logic | 2credits |  |
| **Total** | **20 Credits** | **21 Credits** |

**EDU 205 Principles of Curriculum Development (3 credits):** The purpose of this course is to introduce learners to the basic principles of curriculum development, implementation and evaluation. By the end of the course, learners should be able to understand the models and processes of curriculum development, the purpose of curriculum development and the steps involved in reforming it.

**EDU 206 Methods of Instruction (3 credits):** The purpose of this course is to introduce learners to the techniques, strategies and methods of teaching and learning and how to utilize them in planning lessons and engaging students in the educational process by the selection and use of instructional materials. By the end of the course, learners should be able to know the basic principles of teaching and learning and how to apply them to classroom teaching. They will also have experience in approaches to classroom management, discipline and using instructional materials effectively.

**EDU 203 Assessment and Evaluation of Education (3 credits):** This course introduces learners to the basic principles involved in constructing tests and interpreting test results as a means of improving pupils’ learning and the quality of teaching. Emphasis is laid on the construction of assessment instruments, the relationship between measurement, evaluation and testing, and the determination of the reliability and validity of a test. By the end of this course, learners should be able to understand, to prepare and to utilize the different types of tests and recognize their contribution to the evaluation of pupils’ performance.

**EDU 204 Research Methods (3credits):** The purpose of this course is to develop learners’ understanding of the principal methods of undertaking research studies with a focus on education and teaching in a society. It includes appraisal and the comparison of different research methods to investigate a specific educational topic or question. By the end of the course learners should be able to formulate a problem question/topic, undertake the review of existing information sources and design a research project.

**PRO 109 Introduction to logic (3 credits):** This course introduces learners to the main features of the scientific method of reasoning, especially as it applies to the social sciences and considers the principles of inductive and deductive reasoning. By the end of the course learners should be able to know and to demonstrate the principles of classical logic and symbolic logic.

**EDU 202 Educational Ethics (3 credits):** This course introduces learners’ to the concept of etiquette practices in education such as “common sense, polite appendages in speech and greetings, sitting posture, eating and drinking, controlling ones’ temper, belief and political views and unbecoming behaviour”. It, also, introduces learners to the principles of educational ethics, the rules of conducts such as devotion to duty, a teacher & morality, teacher as a developer, School management, teacher personality and the use of water borne toilets and pit latrines. By the end of the course, learners should be able to understand how to conduct themselves responsibly as people who are supposed to be examples to their pupils.

**SRS 203 Comparative** Religion (3credit): the purpose of this course is to give learners an overview of the main world religions and their different practices (Jewish religion, Christianity, Islam, African Traditional Religion and Hinduism). The course prepares the learners to have broad concept about human faith and its significance in various societies of the world. By the end of the course learners should be able to explain the various concepts God that are valued in the different world religion. Learner should be able to develop sense of respect for the various world religions.

**SRS 204 Philosophy of Religion (3credit):** The purpose of this course in philosophy is to engage students in the search for meaning to understand oneself as human and to understand “reality” and the “real world”. A consideration is given to the history of philosophy and the human quest for understanding, from the classical philosophers through to Aquinas and modern philosophers, with attention given to African thinkers and philosophical systems. By the end of the course learners should be able to conceptual basic questions involved in this search for meaning and how previous thinkers have addressed them.

**SRS 205 Phenomenology of Religion (3credit):** The phenomenology of religion concerns the [experiential](https://en.wikipedia.org/wiki/Experience) aspect of [religion](https://en.wikipedia.org/wiki/Religion), describing religious phenomena in terms consistent with the orientation of the worshippers. It views religion as being made up of different components, and studies these components across religious traditions in order to gain some understanding of them.

**SRS 206 Sociology of Religion (3credit):** Religion exists in all societies. It is shaped by its social context. Some sociologists argue that religion reflects a society and that it is socially constructed. This course will examine these arguments and also review evolutionary theories implying that religion has physiological basis.

The course will analyze the beliefs, practices, organizations, and experiences typically labeled as religious, paying particular attention to religion’s experiential basis. Topics covered will include religious organizational structures, secularization, and the influence of family, ethnicity, social

Status and politics on religious thought.

##### EBA 201 Principles of Economics I (3 credits): The purpose of this course is to introduce learners to the economy as a social system that provisions society with the goods and services that it requires. Within this larger approach, students are introduced to the allocation of resource problems and concepts such as supply and demand, market and non-market mechanisms, competition (perfect and imperfect), and the role of prices in the system–and their application in the production, distribution and consumption of goods and services in a situation of scarcity. By the end of the course, leaners should be able to understand Economics as the study of a social system that includes the institutions, values, beliefs and social framework that affect the allocation of resources.

##### EBA 202 Principles of Economics II (3 credits): This course builds on the principles studied in the first semester but it widens the study to economic indicators and the measurement of economic growth, inflation, employment and unemployment. These are evaluated from the perspective of long term environmental sustainability and the contribution of natural capital to the development of human communities and the attainment of national development objectives.

**MATH 106 Statistics and Probabilities (3 credits):** The purpose of this course is to introduce learners to the basic concepts and methods involved in statistics and statistical analysis. By the end of the course learners should be able to understand and use basic descriptive statistics.

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**EBA 212 Computer Applications, Business and Industry (2 credits):** The purpose of this course is to introduce learners to software computer programs that are applied in the analysis of economics and business problems. It is companion to the course in statistics and uses computer packages such as Excel and Access and SPSS in addressing business problems and data analysis. By the end of the course learners should be familiar with the use of computers and software packages in addressing business/economic issues.

**PRO 102 Introduction to Logic (2 credits):** This course introduces learners to the main features of the scientific method of reasoning, especially as it applies to the social sciences and considers the principles of inductive and deductive reasoning. By the end of the course learners should be able to know and to demonstrate the principles of classical logic and symbolic logic.

**SECOND YEAR MATHS/BUSINESS**

|  |  |  |
| --- | --- | --- |
| **EDU Courses** | **1st Sem** | **2nd Sem** |
| EDU202 Educational Ethics |  | 3 credits |
| EDU201 Methods of Instruction | 3 credits |  |
| EDU202 Principles of Curriculum |  | 3 credits |
| EDU203 Assessment and Evaluation | 3 credits |  |
| EDU 204 Research Methods |  | 3 credits |
| MATH201 Mathematical Methods | 3 credits |  |
| MATH204 Geometry I |  | 3 credit |
| MATH 202 Probability and Statistics | 3 credits |  |
| MATH206 Vector Analysis |  | 3 credits |
| MATH203 Elements of Linear Algebra | 3 credits |  |
| MATH208 Ordinary Differential Equations |  | 3 credits |
| EBA212 Computer Application Bus& Industry | 3credits |  |
| EBA 202 Principles of Economics II |  | 3 credits |
| EBA 201 Principles of Economics I (3 credits) | 3credits |  |
| **Total** | **21 Credits** | **21 Credits** |

**EDU 205 Principles of Curriculum Development (3 credits):** The purpose of this course is to introduce learners to the basic principles of curriculum development, implementation and evaluation. By the end of the course, learners should be able to understand the models and processes of curriculum development, the purpose of curriculum development and the steps involved in reforming it.

**EDU 206 Methods of Instruction (3 credits):** The purpose of this course is to introduce learners to the techniques, strategies and methods of teaching and learning and how to utilize them in planning lessons and engaging students in the educational process by the selection and use of instructional materials. By the end of the course, learners should be able to know the basic principles of teaching and learning and how to apply them to classroom teaching. They will also have experience in approaches to classroom management, discipline and using instructional materials effectively.

**EDU 203 Assessment and Evaluation of Education (3 credits):** This course introduces learners to the basic principles involved in constructing tests and interpreting test results as a means of improving pupils’ learning and the quality of teaching. Emphasis is laid on the construction of assessment instruments, the relationship between measurement, evaluation and testing, and the determination of the reliability and validity of a test. By the end of this course, learners should be able to understand, to prepare and to utilize the different types of tests and recognize their contribution to the evaluation of pupils’ performance.

**EDU 204 Research Methods (3credits):** The purpose of this course is to develop learners’ understanding of the principal methods of undertaking research studies with a focus on education and teaching in a society. It includes appraisal and the comparison of different research methods to investigate a specific educational topic or question. By the end of the course learners should be able to formulate a problem question/topic, undertake the review of existing information sources and design a research project.

##### EDU 202 Educational Ethics (3 credits): This course introduces learners’ to the concept of etiquette practices in education such as “common sense, polite appendages in speech and greetings, sitting posture, eating and drinking, controlling ones’ temper, belief and political EBA 201 Principles of Economics I (3 credits): The purpose of this course is to introduce learners to the economy as a social system that provisions society with the goods and services that it requires. Within this larger approach, students are introduced to the allocation of resource problems and concepts such as supply and demand, market and non-market mechanisms, competition (perfect and imperfect), and the role of prices in the system–and their application in the production, distribution and consumption of goods and services in a situation of scarcity. By the end of the course, leaners should be able to understand Economics as the study of a social system that includes the institutions, values, beliefs and social framework that affect the allocation of resources.

##### EBA 201 Principles of Economics I (3 credits): The purpose of this course is to introduce learners to the economy as a social system that provisions society with the goods and services that it requires. Within this larger approach, students are introduced to the allocation of resource problems and concepts such as supply and demand, market and non-market mechanisms, competition (perfect and imperfect), and the role of prices in the system–and their application in the production, distribution and consumption of goods and services in a situation of scarcity. By the end of the course, leaners should be able to understand Economics as the study of a social system that includes the institutions, values, beliefs and social framework that affect the allocation of resources.

##### EBA 202 Principles of Economics II (3 credits): This course builds on the principles studied in the first semester but it widens the study to economic indicators and the measurement of economic growth, inflation, employment and unemployment. These are evaluated from the perspective of long term environmental sustainability and the contribution of natural capital to the development of human communities and the attainment of national development objectives.

Ethics, the rules of conducts such as devotion to duty, a teacher & morality, teacher as a developer, School management, teacher personality and the use of water borne toilets and pit latrines. By the end of the course, learners should be able to understand how to conduct themselves responsibly as people who are supposed to be examples to their pupils.

**EBA 212 Computer Applications, Business and Industry (2 credits):** The purpose of this course is to introduce learners to software computer programs that are applied in the analysis of economics and business problems. It is companion to the course in statistics and uses computer packages such as Excel and Access and SPSS in addressing business problems and data analysis. By the end of the course learners should be familiar with the use of computers and software packages in addressing business/economic issues.

**MATH201 Mathematical Methods (3credit):** the purpose of the course is to give a general view on the key ideas in field of mathematical methods. The learners get to grasp the concept of the functions of several variables, limits, continuity, differentiability, partial derivatives maximum and minimum LaGrange multiplies…. By the end of the course the learner should be able to solve problems in mathematics using the concept learnt.

**MATH204 Geometry I (3 credits):** the purpose of the course is to enable learners understand the concepts of geometry. The course focuses on the key topics that provide a strong foundation in the essentials of geometry. The course is presented in a clear, straightforward manner, supported by frequent exercises. The exercises provide many opportunities to practice and maintain skills as well as to apply concepts to real world problem. By the end of the course the learner should be able to apply the concept in solving any geometrical problem.

##### MATH 202 Probability and Statistics (3credit): The purpose of this course is to introduce learners to the basic concepts and methods involved in statistics and statistical analysis. By the end of the course learners should be able to understand and use basic descriptive statistics.

**MATH206 Vector Analysis (3credit):** This course aims at providing the learner with the basic concept in vector spaces and subspaces. It introduces them to the fundamental concepts about the subspaces of a matrix, linearly independent sets, bases and dimension of a vector space and rank. By the end of the course the learners should be able to explain the main concepts in vector analysis and solve some problems that require the vector and analysis concept

**MATH203 Elements of Linear Algebra (3credit):** The course aims at offering a general view to some important ideas and techniques in the field of linear algebra. Starting with a discussion of systems of linear equations (the natural source of the subject) the important technique of matrices, matrix operations and determinants are considered. An illustration of the general concepts in linear algebra helps the learners to cultivate their intuition and interpretative skill in the area. By the end of the course learners should be able to solve any problem using the linear algebra techniques comfortably.

**MATH208 Ordinary Differential Equations (3credit):** The purpose of this course is to introduce the learners to the concepts of the Ordinary Differential Equation of the first order and application. It enables them to get to understand the idea of Separable, linear, Bernoulli’s homogeneous, Riccatis and Clairants equations, exact equations and integrating and factors linear. By the end of the course the learners will be able to solve any problem in ordinary differential equation.

**SECOND YEAR ENGLISH & LITRATURE**

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| --- | --- | --- |
| **Discipline/Course** | **1st Sem** | **2nd Sem** |
| EDU 202 Educational Ethics |  | 3 credits |
| EDU 201 Methods of Instruction | 3 credits |  |
| EDU 202 Principles of Curriculum |  | 3 credits |
| EDU203 Assessment and Evaluation | 3 credit |  |
| EDU 204 Research Methods |  | 3 credits |
| ENG201 Grammar Phonetics I | 3 credits |  |
| ENG 202 Grammar Phonology |  | 3 credits |
| ENG203 Study Skills | 3credits |  |
| ENG204 Introduction to linguistics |  | 3 credits |
| LIT 205 Literature Fiction II | 3credits |  |
| LIT206 Literature Poetry III |  | 3 credits |
| LIT 207 Literature Drama II | 3 credits |  |
| LIT 210 Literature Drama III |  | 3 Credits |
| LIT 208 Literature Fiction III |  | 3 credits |
| **Total** | **18 Credits** | **18Credits** |

**EDU 205 Principles of Curriculum Development (3 credits):** The purpose of this course is to introduce learners to the basic principles of curriculum development, implementation and evaluation. By the end of the course, learners should be able to understand the models and processes of curriculum development, the purpose of curriculum development and the steps involved in reforming it.

**EDU 206 Methods of Instruction (3 credits):** The purpose of this course is to introduce learners to the techniques, strategies and methods of teaching and learning and how to utilize them in planning lessons and engaging students in the educational process by the selection and use of instructional materials. By the end of the course, learners should be able to know the basic principles of teaching and learning and how to apply them to classroom teaching. They will also have experience in approaches to classroom management, discipline and using instructional materials effectively.

**EDU 203 Assessment and Evaluation of Education (3 credits):** This course introduces learners to the basic principles involved in constructing tests and interpreting test results as a means of improving pupils’ learning and the quality of teaching. Emphasis is laid on the construction of assessment instruments, the relationship between measurement, evaluation and testing, and the determination of the reliability and validity of a test. By the end of this course, learners should be able to understand, to prepare and to utilize the different types of tests and recognize their contribution to the evaluation of pupils’ performance.

**EDU 204 Research Methods (3credits):** The purpose of this course is to develop learners’ understanding of the principal methods of undertaking research studies with a focus on education and teaching in a society. It includes appraisal and the comparison of different research methods to investigate a specific educational topic or question. By the end of the course learners should be able to formulate a problem question/topic, undertake the review of existing information sources and design a research project.

##### EDU 202 Educational Ethics (3 credits): This course introduces learners’ to the concept of etiquette practices in education such as “common sense, polite appendages in speech and greetings, sitting posture, eating and drinking, controlling ones’ temper, belief.

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**ENG201 Grammar Phonetics (3credit):** This course is intended to explain how English is pronounced in the accent times. It is normally chosen as the standard for student learning the English spoken in England. (English pronunciations).

The purpose of this course is to introduce sounds; vowels and consonants in terms of phonemes rather than letters or alphabets. The course may look at syllable and aspects of stress.

**ENG 202 Grammar Phonology (3credit):** This course is intended for the learners to acquire knowledge and have ability to pronounce all the phonetically different sounds of a language. A speaker of English can produce the sound and knows that this sound occurs in English, in words like “thin” or bath. In way the phonological concept will facilitate the learners’ correct pronunciation of words in English as a foreign language.

**LIT 205 Literatures Fiction (3credit): T**he purpose of this course is to sharpen the imaginative ability of the learners. Fictions are about stories that are not real but imagined. It is a course that will enable the learner to develop creative skill in imagination and story writing. In fiction learner will also learn how to narrate stories and how to evaluate characters. By the end of the course learners should be able to narrate short fictitious and also be able to write short imaginative stories.

**LIT206 Literature Poetry (3credit):** Poetry is “a way of feeling life” it captures intense experiences or creative perceptions of the world in a musical language. Poetry is like singing. Therefore, this course aims at enabling the learner think creatively read poems and is able to make sense out of it. By the end of the course learners should be able to create poems of their own, say poem and write poems.

**LIT 207 Literature Drama (3credit):** The purpose of this course is to develop creative skills and knowledge in the learners. It introduces them to theatre experience, the role of the audience, their background, theatre and society

The characters represented in the play may be communicating very important massage for the viewers. The learners will be motivated to think of creating plays that will be helpful in the process of their studies and after. By the end of the course learners should be able to understand the significance of drama in the world today. They will be able to perform educative drama that may send meaningful massage for the viewers.

**ENG204 Introduction to linguistics (3credits):** This course introduces learners to branches of linguistics, and other elements of Linguistics in relation to Language usage.

This course examines vowels characteristics, description of sounds, linguistic elements, phonology and paralinguistic. By the end of the course learners should be able to practice sound pronunciations in English.

**THIRD YEAR EDUCATION**

|  |  |  |
| --- | --- | --- |
| **EDUCATION COURSES** | **1st Sem** | **2nd Sem** |
| EDU 301 Subject Methods I | 3 credits |  |
| EDU 302 Subject Methods II |  | 3 credits |
| EDU 303 Research Writing | 3 credits |  |
| EDU304 Teaching Practice |  | 6 credits |
| EDU 306 Comparative Education | 3 credits |  |
| EDU 308 Information Technology Applied to Education |  | 3 credits |
| EBA 303 Public Finance and Taxation | 3 credits |  |
| EBA 305 Money and Banking | 3 credits |  |
| EBA 306 Principles of Marketing |  | 3 credits |
| EBA 310 Project Planning and Marketing |  | 3 credits |
| SRS 303 African Religion and Culture | 2 credits |  |
| SRS 304 Christianity in Africa |  | 3 credits |
| SRS 305 Prophetic Books | 2 credits |  |
| SRS 306 The Gospels |  | 3 credits |
| **Total** | **19** | **24** |

**EDU 301 Subject Methods: Commerce and Micro Teaching (3 credits):** The purpose of the course is to prepare learners to teach commercial subjects in secondary schools and teacher training institutes. The course deals with methods of teaching commercial subjects and exposes students to teaching strategies that are specific to these subjects. Emphasis is placed on preparing and implementing lesson plans and assessment of learning. By the end of the course, learners should be able to demonstrate knowledge and skills required to teach the required commercial subjects and to develop work schemes, lesson plans, teaching-learning resources and assessment instruments.

**EDU 302 Subject Methods: Christian Religious Education and Micro Teaching (3 credits):** The purpose of the course is to prepare learners to be effective teachers of Christian Religious Education (C.R.E.) at secondary school and teacher training college levels. The course deals with methods of teaching C.R.E. and exercises learners in teaching strategies that are specific to C.R.E., with emphasis on planning lessons, managing classroom behaviour and assessing levels of achievement. By the end of the course, learners should be able to have knowledge and skills that are required to teach Christian Religious Education and produce schemes of work, lesson plans, teaching-learning resources and assessment instruments.

**EDU 304 Teaching Practice (6 credits):** The purpose of this course is to prepare learners to apply in a classroom setting the teaching skills that they have acquired. For teaching practice, student-teacher will be attached for three months to a secondary school or a teachers’ training college. Working with an experienced teacher as supervisor, by the end of the course, students-teacher will be required to teach at least two teaching subjects. This practical training course is scheduled during the long vacation between the third and fourth year (alternatively, they may be placed in urban schools during the semester). By the end of the teaching practice, student-teacher should be able to apply teaching skills and knowledge learned to the actual class room context.

**EDU 306 Comparative Education (3 credits):** The purpose of this course is to give learners an overview of the main approaches to education in different social systems across the world. The course is divided into three sections: a) comparative education, its historical development and methodology; b) comparison of major educational systems in America, Asia, Europe and selected countries in Africa; and c) comparative analysis of educational issues today with special reference to East Africa. By the end of the course, learners should be able to know and appreciate the educational systems of the selected countries and their relevance to current reforms in education and to South Sudan.

**EDU 308 Information Technology Applied to Education (3 credits):** The purpose of this course is to provide learners with skills of applying modern information and communication technology (ICT) to the classroom. It reviews different approaches to communication and the range of educational media: oral, print, community resources and a selective utilization of audio, visual and audio-visual resources for teaching. By the end of the course, learners should be able to use available and appropriate technology to communicate effectively in the classroom.

**EBA 303 Public Finance and Taxation (3 credits):** The purpose of this course is to introduce learners to the main features of public finance and Taxation. It considers the theory of public expenditures and taxation, the sources of public revenue and the management of public debt, and the preparation of the budget and budgetary systems. By the end of the course, learners should understand the main theories of public finance and the particular constraints of the financial sector, budget process and taxation, with special reference to South Sudan.

**EBA 305 Money and Banking (3 credits):** The purpose of this course is to provide learners with an understanding of the nature and function of money and its historical development. Learners study the factors underlying the supply of and demand for money, both in theory and in practice, and the relationship of money to the prevailing level of prices in an economy. By the end of this course, learners should be able to explain the International banking and financial systems with emphasis on the Central Bank of South Sudan and the economic principles underlying its structure and practice.

**EBA 306 Principles of Marketing (3 credits):** The purpose of this course is to introduce learners to decision criteria used in satisfying consumer preferences (wants and needs). Learners also will be able to undertake market surveys and to understand the constraints that are faced in entering markets. By the end of the course learners should be able to develop a marketing strategy for International and local products with the focus on the domestic economy of S. Sudan.

**SRS 303 African Religion and Culture (2 credits):** The purpose of this course is to introduce learners to the basic cultural concepts in studies of African Culture as a means of understanding African Religions and Traditions. The course focuses mainly on the African belief systems, customs, traditions, taboos, totems etc. Beginning with a general definition of culture and religion, learners examine their relationships with regards to ancestors, spirits and traditional forms of worship. The course touches the relationship between African traditional religion and Christianity and concludes with a critical study of enculturation – how the Gospel can be accommodated to the African culture and religion which leads to an authentic understand of African Christianity. By the end of the course, learners should be able to familiarize themselves with the basic concepts of African religion and culture, appreciate and critique the related African concepts.

**SRS 304 Christianity in Africa (2 credits):** In this course, learners examine the early history of Christianity in Africa, the post-apostolic period and St. Augustine and the spread of early Christian communities in the Nile River basin (Sudan) and Abyssinia (Ethiopia) to the present. Emphasis should be place on Christianity in Sudan and the South Sudan. By the end of the course, learners should be able to understand and appreciate their Christian roots.

**SRS 305 Prophetic Books (2 credits):** The purpose of the course is to introduce learners to the Biblical prophets. The course enriches them on the historical, social, cultural and the political context of Biblical prophets. It also enhances their Christian and African religious heritage on the notion of prophecy. By the end of the course, Learners should be able to understand general overview of prophets and prophetic tradition, the social, cultural, economic and political context of the Biblical prophecy and the major themes within the Biblical prophecy.

**SRS 306 the Gospels (2 credits):** The purpose of the course is to introduce learners to the four Gospels. The course begins with the records about the life and teachings of Jesus. The life of Jesus and teachings are, thus, presented through his actions, words and stories as document in the Gospels as a living tradition of the early Church. Besides the main character of Jesus, this course enriches the learner on the historical, social, cultural and the political context of the Gospels. It also enhances their understanding on the today’s Christian and African religious tradition and their relationship. By the end of the course, Learners should be able to understand the Gospels, its social, cultural, economic and political context and its major themes to enrich their knowledge.

**FOURTH YEAR EDUCATION**

|  |  |  |
| --- | --- | --- |
| **Discipline/Course** | **1st Sem** | **2nd Sem** |
| EDU 401 Educational management | 3 credits |  |
| EDU 402 Educational Planning and Management |  | 3 credits |
| EDU 403 Guidance and Counselling in Education | 3 credits |  |
| EDU 404 Economics of Education |  | 3 credits |
| EDU 405 Sociology of Education | 3 credits |  |
| EDU 406 Special Seminar in Education |  | 3 credits |
| EDU 407 Research Project Writing I | 2 credits |  |
| EDU 408 Research Project Writing II |  | 2 credits |
| EBA 405 Development Economics | 3 credits |  |
| EBA 406 The Economy of South Sudan |  | 3 credits |
| EBA 407 Entrepreneurship & Business Management |  | 3 credits |
| SRS 407 Christian Living Today I | 2 credits |  |
| SRS 408 Christian Living Today II |  | 2 credits |
| SRS 409 Interfaith Encounter & Religious Dialogue | 2 credits |  |
| SRS 410 Introduction to World Religions |  | 3 credits |
| **Total** | **18 credits** | **19 credits** |

**EDU 401 Educational Management (3 credits):** The purpose of this course is to introduce learners to the fundamentals of educational management. Following an overview of management in theory and in practice, the course examines primary and secondary school managerial tasks and leadership. It brings together what learners have studied in other courses – effective communication and motivation, educational planning, school supervision, maintaining school records and submitting reports. By the end of the course, learners should be able to understand the theoretical and practical aspects of management and recognize the forces that promote or inhibit management in schools.

**EDU 402 Educational Planning and Management (3 credits):** This course introduces learners to the main theories and methods of educational planning and management and their application. It considers educational planning and management with particular reference to developing countries and changes in the educational system. By the end of the end of the course, learners should be able to understand the basic issues associated with educational planning and management with particular reference to Africa and South Sudan.

**EDU 403 Guidance and Counselling in Education (3 credits):** The purpose of this course is to introduce learners to the principles of guidance and counselling and discusses the methods and techniques commonly used in guiding and counselling pupils at the secondary school level. In addition, the course presents the family as a mental health unit and examines the role of the school for individual and group counselling. By the end of the course, learners should be able to have an understanding of counselling needs in the school and to know the use of recommended techniques and skills in the counselling process. The learner should be able to recognize individuals who are in need of special counselling and be able to refer them to school administration for professional counselling and perhaps medical care.

**EDU 404 Economics of Education (3 credits):** The purpose of this course is to enable learners to apply economics principles to education with a consideration of the concept of human capital, the social and private demand for education. It also considers the important role that education plays in socio-economic development. By the end of the course, learners should be to understand and apply economics principles and economics information to educational policies.

**EDU 405 Sociology of Education (3 credits):** The purpose of this course is to make learners aware of the relationship between society and education by considering the basic sociological theories and the relevance of the social sciences to education. This course studies the family and school as socialization agents within the education process, the central role of education in the transmission of culture through the teachers’ role in school and society and the importance of politics and the nation in relation to the sociology of education. By the end of the course, learners should be able to demonstrate an understanding of the complex relationship between sociology, social sciences and the socialization process in relation to education.

**EDU 406 Special Seminar in Education (3 credits):** This directed Special Seminar allows learners to specialize in areas of interest such as administration, history of education, sociology of education, curriculum development, etc. The objective of this course is to encourage students to deepen their knowledge of particular subject/s and to encourage them to undertake independent study and research.

**SRS 407 Christian Living Today I (2 credits):** The purpose of this course is to introduce learners to practical ways of looking at Christian life in the present context and how learners can critically analyse the African traditional culture and values. Through study of small Christian Communities and Bible studies the course reviews the Christian approaches to some issues and Christian living topics such as life, happiness, success, family, sex, courtship, marriage etc. By the end of this course, learners should be able to comprehend the notion of an authentic Christian life.

**SRS 408 Christian Living Today II (2 credits):** The purpose of this course is to review the principal features of the Social Analysis and Social Ethics courses of the first year and relate them to the foundations of Catholic Social Teaching. Learners will select a particular area or problem in South Sudan as a case study and apply the principles to that issue. By the end of this course, learners should be able to deepen and comprehend the notion of an authentic Christian life based on the Catholic Social Teachings.

**SRS 409 Interfaith Encounter and Religious Dialogue (2 credits):** The purpose of this course is to study the central beliefs of the major religions and examine the basis for dialogue. A practical extension of this course is to engage other communities of faith in religious conversation and joint activities. Interfaith encounter has two dimensions of critical importance today which are: a) dialogue on the level of theology, belief and living together, and b) dialogue at the level of tolerance and indifference? By the end of the course, learners should be able to understand the principles of dialogue and conflict resolution and grounds for collaboration in the search for shared values among the major religions.

**SRS 410 Introduction to World Religions (3 credits):** The purpose of the course is to introduce and to engage learners to the issues pertaining to the world Religions. It offers an understanding of religion as community’s and individual’s venture that relates to other human activities and fields. The course touches on issues of the holy, beliefs, myths, symbols, rituals, sacred texts, sacred places and social and ethical systems of these religions. By the end of the course, learners should be able to have a general understanding of the concept of religion, the social, cultural, economic and political practices of the major World Religions and relate them to the African context.

**THREE YEARS DIPLOMA PROGRAM IN COMMERCIAL SCIENCE**

**Aim**

79. The Diploma course in commercial science is meant to equip learners with the theoretical knowledge and practical skills required in facing the challenges of the current business world and offering moral formation in the field of business. It will encourage moral approach to problem solving and the work of a business person such as an accountant or an administrator. The course duration is three years but later those who would wish to upgrade to the Bachelors’ Degree stand a better chance of only taking two more years.

There will be two Diploma Programs in accounting and in business administration.

**80. Objective:**

1. To equip learner with business and management skills in areas of Accounting, Finance and general management of the organizational resources both human and assets.
2. Produce skilled labor force with basic skills and integrity to meet the challenges of the business world.
3. Equip learner with a sense of integrity in the field of business

**81. Admission Requirements:**

1. The candidate is required to have at least a D+ in South Sudan School Certificate with passing marks of at least 58%in Mathematics.
2. The bearers of foreign Certificate should have a relevant certified certificated. The certificate should be authenticated by the embassy of the respective country.

**82. DEPARTMENT OF BUSINESS ADMINISTRATION**

**FIRST YEAR**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **Course Description of Courses** | **1stSem Credit** | **2ndSem Credit** |
| CBA 111 | Basic Accounting I | 3 |  |
| CBA 121 | Basic Accounting II |  | 3 |
| CIE 112 | Introduction to Economics I | 3 |  |
| CIE122 | Introduction to Economics II |  | 3 |
| CBS 113 | Business Statistics I | 3 |  |
| CBS 123 | Business Statistics II |  | 3 |
| CBM 114 | Business Mathematics I | 3 |  |
| CBM 124 | Business Mathematics II |  | 3 |
| CPM 115 | Principles of Management | 3 |  |
| CHM 125 | Human Resource Management |  | 3 |
| CBL 116 | Basic Law I | 3 |  |
| CBL 126 | Basic Law II |  | 3 |
| ENG.117 | Communication Skills I | 3 |  |
| ENG.127 | Communication Skills II |  | 3 |
| CMP.118 | Computer Application I | 3 |  |
| CMP 128 | Computer Application II |  | 3 |
| **Total** |  | **24** | **24** |

**CBA 111 Basic Accounting I (3CREDIT)** ): The purpose of this course is to introduce students to the principles of accounting and double-entry book keeping. The idea is impart some basic accounting skills to the learners, since account is basic need in our daily operations. By the end of the course the learners should be able to prepare a balance sheet and practice simple amounting exercise.

**CBA 121 Basic Accounting II (3CREDIT)**: This second semester course builds on the principles studied in the first semester. By the end of the second semester, learners should be able to prepare and analyse a financial statement for a simple business organization and use accounting information for decision making. They should also be able to use the Excel program that they learned to maintain and manage their own accounts.

##### CIE 112 Introductions to Economics I (3CREDIT): The purpose of this course is to introduce learners to the economy as a social system that provides society with the goods and services that it requires. Within this larger approach, learners are introduced to the allocation of resource problems and concepts such as supply and demand, market and non-market mechanisms, competition (perfect and imperfect), and the role of prices in the system–and their application in the production, distribution and consumption of goods and services in a situation of scarcity. By the end of the course, leaners should be able to understand Economics as the study of a social system that includes the institutions, values, beliefs and social framework that affect the allocation of resources.

##### CIE122 Introduction to Economics II (3CREDIT): This course builds on the principles studied in the first semester but it widens the study to economic indicators and the measurement of economic growth, inflation, employment and unemployment. These are evaluated from the perspective of long term environmental sustainability and the contribution of natural capital to the development of human communities and the attainment of national development objectives.

By the end of the course learners should be able to apply practically the economic concepts in their day to day life.

##### CBS 113 Business Statistics I (3CREDIT): The purpose of this course is to introduce learners to the basic concepts and methods involved in statistics and statistical analysis. By the end of the course learners should be able to understand and use basic descriptive statistics.

**CBS 123 Business Statistics II (3CREDIT):** This course builds on the basic concepts of the first semester course. By the end of the course learners should be able to apply the statistical tests and have the foundation to employ them in business and economics.

**CBM 114 Business Mathematics I (3CREDIT):** The purpose of this course is to provide learners with the review of basic mathematics (algebra, real and imaginary numbers, equations), analysis (real functions, exponential functions, logarithmic and trigonometric), and geometry (triangles, quadrangles, circumference, spheres and solids). By end of the semester, learners should be able to solve problems using these basic mathematical concepts.

**CBM 124 Business Mathematics II (3CREDIT):** The purpose of this course is to deepen learners’ understanding and facilitate the use of basic mathematics. It builds on the work of the first semester with consideration given to logical reasoning, set theory, mathematical proof and mathematical induction. By the end of the course, learners should be able to apply mathematical tools to solve mathematical problems and interpret graphical representation of data sets for later use in applied studies.

**CPM 115 Principles of Management (3CREDIT):** The purpose of this course is to introduce learners to the principles of public administration and business management, the institutional features and their functional relationships in the public administration system. By the end of the semester, learners should be able to explain the main theories of management and apply the critical management skills and qualifications required for effective management.

##### CHM 125 Human Resource Management (3CREDIT): The purpose of this course is to study the role and the importance of Human Resources and its constructive management in organisations development. The principal areas of study are human resource planning, selection, recruitment, compensation, development and appraisal of employees. By the end of the course, learners should be able to understand the organizational issues involved and be able to advise and manage the Human Resources aspects for a business enterprise.

**Basic Law I Basic Law I (3CREDIT):** The purpose of this course is to introduce learners to the legal systems and law pertaining to business activities in South Sudan. By the end of the course learners should be able to understand the laws of South Sudan with regards to financial institutions, Labour laws, permits, registration and legalization of companies and the Chamber of Commerce.

**CBL 126 Basic Law II (CREDIT):** The purpose of this course is to deepen learners understanding of the legal systems and its application to Business companies. By the end of the course learners should be able to understand the laws of contracts and torts and the application of law to commercial papers, bankruptcy, sales, land and property, and to institutional arrangements such as partnerships and corporations.

**ENG.117 Communication Skills I (3CREDIT):** The purpose of this course is to improve learners’ knowledge and use of the English language and communication skills. In the first semester of a two semester course, learners will study to improve their writing and speaking skills, with much practice in report writing and the correct use of grammar, punctuation, and syntax. By the end of the semester, learners will be able to carry out a simple conversation and write some sentences correctly.

**ENG.127 Communication Skills II (3CREDIT):** In the second semester, learners build on the skills and understanding of the first semester. They continue acquiring communication and language ideas which includes methods of speaking to audience and engaging in group dialogue. By the end of the second semester, learners should be able to write letters, academic papers and practice public speech.

**CMP.118 Computer Application I (3CREDIT):** The purpose of this course is to introduce learners to basics of computer application. Learners will learn the principles of basic computer language and how to operate software programs. In laboratory practical exercises, learners “learn by doing.” By the end of the course, learners should be able to operate basics computer applications such as Word Processing (MS Word).

**CMP 128 Computer Application II (3CREDIT):** This course builds on the first semester’s course and continues with laboratory exercises. By the end of the course, learners should be able to practice the common office applications and texts in at least two operating systems.

**SECOND YEAR**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Course Description** | **1st Sem.** | **2nd Sem.** |
| CCA 211 | Cost Accounting I | 3 |  |
| CCA 221 | Cost Accounting II |  | 3 |
| CPM 212 | Principles of Marketing | 3 |  |
| CMC222 | Marketing Communication |  | 3 |
| COD 213 | Organizational Development | 3 |  |
| COC223 | Organizational Character |  | 3 |
| CBS214 | Business Statistics III | 3 |  |
| CBM224 | Business Mathematics III |  | 3 |
| CQM 215 | Quantitative Method | 3 |  |
| CPI225 | Principles of Insurance |  | 3 |
| CBE216 | Business Ethics | 3 |  |
| CFA226 | Financial Accounting I |  | 3 |
| CFA 217 | Financial Accounting II | 3 |  |
| CFM 227 | Financial Mathematics |  | 3 |
| **Total** |  | **21** | **21** |

**CCA 211 Cost Accounting I (3CREDIT):** The purpose of this course to provide the learner knowledge on the vital role played by cost accounting. Cost accounting provides significant information for the management of business enterprises, both for private and public. It provides information for all forms of organization that manage economic resources in achieving their objectives. Cost management is widely regarded as one of the key success factors for profit improvement and is at the basis of sound budget management and control. By the end of the course the learners will be able to explain the significance of cost accounting. They will be able to practically manage small enterprise using the skill obtained from the course.

**CCA 221 Cost Accounting II (3CREDIT):** Cost accounting two is the continuation of previous but it provides a deeper concept on the role of cost accounting in the management of an enterprise or organization. Costs represent money measurement of the efforts that an organization has to make to achieve its objective. Therefore, it plays a very important role in management decision making. The course will inform the learners on the meaning of cost terminology commonly used and the purpose for which cost information is needed. By the end of the course learners will be conversant with the meanings and purpose of cost accounting.

**CMC222 Principles of Marketing (3CREDIT):** The purpose of this course is to introduce learners to decision criteria used in satisfying consumer preferences (wants and needs). Learners should be able to undertake market surveys and to understand the constraints that are faced in entering markets. By the end of the course learners should be able to develop a marketing strategy for International and local products with the focus on the domestic economy of S. Sudan.

**COD 213 Organizational Developments (3CREDIT):** The purpose of this course is to engage learners in the use and application of Economic Theories and tools learned to analyse countries at different stages of development especially with the agricultural and industrial organizations. Beginning with the origin and evolution of “development” consideration is given to current indices of development with a focus on the UNDP’s Human Development Index (their strengths and weaknesses). By the end of the course, learners should be able to understand and explain the implications of economic growth, population dynamics and its growth, resources, capital and human resource formation, education and health, market structures, technology, trade and the role of government in improving societal living conditions.

**COC223 Organizational Character (behavioral aspects of performance evaluation) (3CREDIT):**  The aim of the course is to inform the learner about the key management styles and the key roles played by them. Traditionally, accountants have followed economists in assuming the main organizational problem to be the maximization of profits and the optimization of resource allocation to this end. Consequently, accountants have tended to regard organizations in purely technical terms, subjecting human resources to the same productivity and profits. By the end of the course learners should be able to explain the meaning of management styles, Contrast “theory With Theory Y’; describe possible management reactions to budgets, identify three possible levels of cost performance, define management by objectives and explain what is meant by contingency theory.

**CBS214 Business Statistics III (3CREDIT**): Business Statistics three aims at deepening the previously learnt concepts of statistics. Statistic three is an advanced level which will enable the learner to handle any statistical problem comfortably. By the end of the course the learners should be able to explain the basic statistical concepts used in solving statistical problems.

**CBM224 Business Mathematics III (3CREDIT):** The purpose of the course is to introduce learner to advanced mathematics having learnt the basic in mathematics I and II. This will prepare them to able to handle any mathematical problem in business comfortably.

**CQM 215 Quantitative Method (3CREDIT):** The purpose of the course is to introduce the learner to calculation of the various values in money, and the identification of the main mathematical difference between FV and PV. In general the learner will be disposed to any calculation using the quantitative method. By the end of the course learners should be able to calculate any problem in mathematics using the quantitative method.

**CPI225 Principles of Insurance (3CREDIT):** The purpose of this course is to introduce learners to the significance of insurance in business. Insurance is a financial tool for accomplishing risks faced in the process of business. Insurance provides money in cases whereby a risk had been faced, since risks cannot be avoided. It enables the business manager to recover from the risk faced by helping in paying the financial consequences. There are many types of insurances each deal with a specific risk faced. By the end of the course learners will be able to explain the principles of insurance, describe the various risks that are payable by the insurance companies. Apply the concept learnt in to the daily life, for instance practicing life insurance.

**CBE216 Business Ethics (3CREDIT):** The purpose and the objective of this course is to review the principal features of the Social Analysis and Social Ethics courses of the propedeutic year and relate them to the principles of the Catholic Social Thought to business structures. Learners will select a particular area or problem of contemporary business practice as a case study and apply these principles to the issue/problem. In the final section of this course, learners will prepare a written paper setting forth an issue, the principals involved and the ethical resolution. Learners will use the paper for an oral presentation.

**CFA226 Financial Accounting I (3CREDIT):** the course aim at provide the basic knowledge in financial accounting to the learners, forming the basis from with the whole course in accounting will be found. The course introduces the learners to the basic concepts in accounts, the main elements. By the end of the course learners should be able to: identify the main elements of an income statement, explain the structure of a balance sheet, differentiating between non-current and current assets, appreciate the accrual basis of accounting and classify the sources and uses of cash follow from business activities.

**CFA 217 Financial Accounting II (3CREDIT):** Financial accounting two builds on the previous knowledge in accounting I. In accounting II the learners are introduced to a deeper knowledge of accounting. They are made to know that accounting is a wider concept that deals with money measurement and basic concerns that affect the financial accounting statement. By the end of the course the learner should be able to explain how the entity, the money measurement and the going concern concepts affect the basic financial accounting statements, discuss the assumptions inherent in the cost and realization concepts, describe the role of the accruals and matching concepts in financial statement preparation and discuss the periodicity, consistency and prudence concepts.

**CFA 217 Financial Mathematics (3CREDIT):** The purpose of this course is imparting to learners the concept in financial mathematics which is essential in business. It will enable them to carry out the various calculation involved in accounting comfortably. By the end of the course learners should be able to calculate the future value and the compound interest without tables, calculate the future value and the compound interest with tables, calculate the future value and the interest with daily compounding for passbook savings accounts and certificates of deposit. Calculate the effective rate of interest, the present value and the compound interest with tables.

**THIRD YEAR**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Course Description** | **1st Sem.** | **2nd Sem.** |
| CPT311 | Principles of Taxation | 3 |  |
| CMA 321 | Management Accounting I |  | 3 |
| CMA 312 | Management Accounting II | 3 |  |
| CMM 322 | Marketing Management |  | 3 |
| CEP 313 | Entrepreneurship | 3 |  |
| CIE 323 | International Economics |  | 3 |
| CMB 314 | Money and Banking | 3 |  |
| CMO 324 | Management of nonprofit making organizations |  | 3 |
| CMC315 | Marketing Planning and Control | 3 |  |
| CPM325 | Production Management |  | 3 |
| CMP 316 | Financial Management I | 3 |  |
| CPM 326 | Financial Management II |  | 3 |
| **Total** |  | **18** | **18** |

**CPT311 Principles of Taxation (3CREDIT):** The purpose of this course is to introduce learners to the main features of public finance and Taxation. It considers the theory of public expenditures and taxation, the sources of public revenue and the management of public debt, and the preparation of the budget and budgetary systems. By the end of the course, learners should understand the main theories of public finance and the particular constraints of the financial sector, budget process and taxation, with special reference to South Sudan.

**CMA 321Management Accounting I (3CREDIT):** The purpose of this course is to introduce the learner to managerial activity which is concerned with the planning and controlling of the firm’s financial resources. It informs the learners on how managers are challenged with decision making in the process of controlling or managing the organization. By the end of the course learners should be able to explain the key managerial concept involved in the management of a firm. They will be able to describe how financial managerial activities are conducted.

**CMM 322 Marketing Management (3CREDIT):** The aim of this course is to introduce learner to the strategies used in the marketing management. The central role of marketing in company’s business activities and the increasing complexity of these activities call or the use of an overarching framework of that bring a systematic approach to marketing management. Marketing management directs the managers to achieve the company’s goals and creating a conducive atmosphere for business whereby the stakeholders are satisfied**.** By the end of the course learners should be able to explain the key concepts in marketing management.

**CEP 313 Entrepreneurship (3CREDIT):** The purpose of this course is to introduce learners to the range of business opportunities in the world and the region and to stimulate entrepreneurial interests and skills. Learners will consider various business opportunities, both large and small, that are open for urban and/or rural communities. By the end of the course, learners should be able to demonstrate the steps involved in starting a small business such as registration, methods of franchising and financing, relations to Government, managerial and organizational sub-functions, the staffing process, recruitment and selection. The entrepreneurial learners will take special project to test on how to establishment business.

**CIE 323 International Economics (3CREDIT):** The purpose of this course is to introduce students to the basic principles of International Trade and the main features of the International trading organizations such as the Word Bank, the IMF, the WTO, and the AGOA. The course will study some applications to commodity markets and trade in context of South Sudan. By the end of the course, learners should be able to understand the advantages and disadvantages (benefits and costs) of open International trading systems for the developing economies such as South Sudan and the countries of the Eastern Africa Region.

**CMB 314 Money and Banking (3CREDIT):** The purpose of this course is to provide learners with an understanding of the nature and function of money and its historical development. Learners study the factors underlying the supply of and demand for money, both in theory and in practice, and the relationship of money to the prevailing level of prices in an economy. By the end of this course, learners should be able to explain the International banking and financial systems with emphasis on the Central Bank of South Sudan and the economic principles underlying its structure and practice.

**CMO 324 Management of nonprofit making organizations (3CREDIT):** The aim of the course is to introduce learner to significance of nonprofit organization and how they are managed. To enable learner acquire knowledge on the vital role that the nonprofit making institution play and their contribution the government or to the nation. They should get to know how nonprofit making institutions are formed and how they operate. In recent days many government privatize institution because they believe the private sector and the nonprofit making institution perform their task better than the government do. By the end of the course learners should be able to explain how nonprofit making institution are formed and managed, they should be able to describe the roles played by them and play the concept in their day to day life by participating in formation of nonprofit making organization.

**CMC315 Marketing Planning and Control (3CREDIT):** The aim of this course is to introduce the learners to the importance of marketing plan and control. Marketing plan is the tangible outcome of a company’s process. It is a written document that identifies a specific goal and outlines a course of action to achieve the goal. By the end of the course learner should be able to outline the proposed course of marketing plan, describe how marketing plan can verify the internal consistency of the proposed course of action, how it can inform all stakeholders of the goal and proposed course of action and explain how evaluation is significant in the process of company’s control.

**CPM325 Production Management (3CREDIT):** The course introduces learner to importance of production management in economics. Productivity is a basic measure of performance for economies, industries, firms, and processes. Productivity is the value of output (services and products) produced divided by the value of input resources used. The course will enable the learners to know how managers measure the productivity of their processes, for instance value of output can be measured by what the customer pays or simply by the number of units produced or customers served. The value of inputs can be judged by their cost or simply by the number of hours worked. By the end of the course learner should be able to measure the productivity of a firm or industry given the resources used.

**CMP 316 Financial Management I (3CREDIT):** The purpose of this course is to introduce the learner to managerial activity which is concerned with the planning and controlling of the firm’s financial resources. It informs the learners on how managers are challenged with decision making in the process of controlling or managing the organizational limited financial resource. By the end of the course learners should be able to explain the key managerial concept involved in the management of a firm’s finances. They will be able to describe how financial managerial activities are conducted.

**CPM 326 Financial Management II (3CREDIT):** Financial management II builds on the prior knowledge acquired in financial management I. The purpose is to deepen the knowledge in financial management for the learner to be able to handle advanced financial management. It will enable the learner engage in advanced financial activities that enables firms or organizations to function comfortably.

**83. DEPARTMENT OF ACCOUNTANCY**

**FIRST YEAR**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **Course Description of Courses** | **1stSem Credit** | **2ndSem Credit** |
| CBA 111 | Basic Accounting I | 3 |  |
| CBA 121 | Basic Accounting II |  | 3 |
| CIE 112 | Introduction to Economics I | 3 |  |
| CIE122 | Introduction to Economics II |  | 3 |
| CBS 113 | Business Statistics I | 3 |  |
| CBS 123 | Business Statistics II |  | 3 |
| CBM 114 | Business Mathematics I | 3 |  |
| CBM 124 | Business Mathematics II |  | 3 |
| CPM 115 | Principles of Management | 3 |  |
| CHM 125 | Human Resource Management |  | 3 |
| CBL 116 | Basic Law I | 3 |  |
| CBL 126 | Basic Law II |  | 3 |
| ENG.117 | Communication Skills I | 3 |  |
| ENG 127 | Communication Skills II |  | 3 |
| CMP1I8 | Computer Application I | 3 |  |
| CMP128 | Computer Application II |  | 3 |
| **Total** |  | **24** | **24** |

**CBA 111 Basic Accounting I (3CREDIT):** The purpose of this course is to introduce students to the principles of accounting and double-entry book keeping. The idea is impart some basic accounting skills to the learners, since account is basic need in our daily operations. By the end of the course the learners should be able to prepare a balance sheet and practice simple amounting exercise.

**CBA 121 Basic Accounting II (3CREDIT)**: This second semester course builds on the principles studied in the first semester. By the end of the second semester, learners should be able to prepare and analyse a financial statement for a simple business organization and use accounting information for decision making. They should also be able to use the Excel program that they learned to maintain and manage their own accounts.

##### CIE 112 Introductions to Economics I (3CREDIT): The purpose of this course is to introduce learners to the economy as a social system that provides society with the goods and services that it requires. Within this larger approach, learners are introduced to the allocation of resource problems and concepts such as supply and demand, market and non-market mechanisms, competition (perfect and imperfect), and the role of prices in the system–and their application in the production, distribution and consumption of goods and services in a situation of scarcity. By the end of the course, leaners should be able to understand Economics as the study of a social system that includes the institutions, values, beliefs and social framework that affect the allocation of resources.

##### CIE122 Introduction to Economics II (3CREDIT): This course builds on the principles studied in the first semester but it widens the study to economic indicators and the measurement of economic growth, inflation, employment and unemployment. These are evaluated from the perspective of long term environmental sustainability and the contribution of natural capital to the development of human communities and the attainment of national development objectives.

By the end of the course learners should be able to apply practically the economic concepts in their day to day life.

##### CBS 113 Business Statistics I (3CREDIT): The purpose of this course is to introduce learners to the basic concepts and methods involved in statistics and statistical analysis. By the end of the course learners should be able to understand and use basic descriptive statistics.

**CBS 123 Business Statistics II (3CREDIT):** This course builds on the basic concepts of the first semester course. By the end of the course learners should be able to apply the statistical tests and have the foundation to employ them in business and economics.

**CBM 114 Business Mathematics I (3CREDIT):** The purpose of this course is to provide learners with the review of basic mathematics (algebra, real and imaginary numbers, equations), analysis (real functions, exponential functions, logarithmic and trigonometric), and geometry (triangles, quadrangles, circumference, spheres and solids). By end of the semester, learners should be able to solve problems using these basic mathematical concepts.

**CBM 124 Business Mathematics II (3CREDIT):** The purpose of this course is to deepen learners’ understanding and facilitate the use of basic mathematics. It builds on the work of the first semester with consideration given to logical reasoning, set theory, mathematical proof and mathematical induction. By the end of the course, learners should be able to apply mathematical tools to solve mathematical problems and interpret graphical representation of data sets for later use in applied studies.

**CPM 115 Principles of Management (3CREDIT):** The purpose of this course is to introduce learners to the principles of public administration and business management, the institutional features and their functional relationships in the public administration system. By the end of the semester, learners should be able to explain the main theories of management and apply the critical management skills and qualifications required for effective management.

##### CHM 125 Human Resource Management (3CREDIT): The purpose of this course is to study the role and the importance of Human Resources and its constructive management in organisations development. The principal areas of study are human resource planning, selection, recruitment, compensation, development and appraisal of employees. By the end of the course, learners should be able to understand the organizational issues involved and be able to advise and manage the Human Resources aspects for a business enterprise.

**CBL 116Basic Law I Basic Law I (3CREDIT):** The purpose of this course is to introduce learners to the legal systems and law pertaining to business activities in South Sudan. By the end of the course learners should be able to understand the laws of South Sudan with regards to financial institutions, Labour laws, permits, registration and legalization of companies and the Chamber of Commerce.

**CBL 126 Basic Law II (CREDIT):** The purpose of this course is to deepen learners understanding of the legal systems and its application to Business companies. By the end of the course learners should be able to understand the laws of contracts and torts and the application of law to commercial papers, bankruptcy, sales, land and property, and to institutional arrangements such as partnerships and corporations.

**ENG.117 Communication Skills I (3CREDIT):** The purpose of this course is to improve learners’ knowledge and use of the English language and communication skills. In the first semester of a two semester course, learners will study to improve their writing and speaking skills, with much practice in report writing and the correct use of grammar, punctuation, and syntax. By the end of the semester, learners will be able to carry out a simple conversation and write some sentences correctly.

**ENG.127 Communication Skills II (3CREDIT):** In the second semester, learners build on the skills and understanding of the first semester. They continue acquiring communication and language ideas which includes methods of speaking to audience and engaging in group dialogue. By the end of the second semester, learners should be able to write letters, academic papers and practice public speech.

**CMP.118 Computer Application I (3CREDIT):** The purpose of this course is to introduce learners to basics of computer application. Learners will learn the principles of basic computer language and how to operate software programs. In laboratory practical exercises, learners “learn by doing.” By the end of the course, learners should be able to operate basics computer applications such as Word Processing (MS Word).

**CMP 128 Computer Application II (3CREDIT):** This course builds on the first semester’s course and continues with laboratory exercises. By the end of the course, learners should be able to practice the common office applications and texts in at least two operating systems.

**SECOND YEAR**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Course Description** | **1st Sem.** | **2nd Sem.** |
| CPA 211 | Public Sector Accounting I | 3 |  |
| CPA 221 | Public Sector Accounting II |  | 3 |
| CFA212 | Financial Accounting I | 3 |  |
| CFA222 | Financial Accounting II |  | 3 |
| CBM 213 | Business Mathematics III | 3 |  |
| CBS223 | Business Statistic III |  | 3 |
| CME214 | Micro Economics | 3 |  |
| CME224 | Macro Economics |  | 3 |
| CCA 215 | Cost Accounting I | 3 |  |
| CCA225 | Cost Accounting II |  | 3 |
| CQM216 | Quantitative Methods | 3 |  |
| CFM226 | Financial Mathematics |  | 3 |
| CES 217 | Entrepreneurship | 3 |  |
| CAI 227 | Accounting Information System |  | 3 |
| **Total** |  | **21** | **21** |

**CPA 211 Public Sector Accounting I (3CREDIT):** The aim of this course is to inform learner of the concerns the public has on its government transactions and expenditures. Accounting standards are authoritative standards for financial accounting and reporting developed through an organized standard-setting process and issued by a recognized standard-setting body. Accounting standards specify how transactions and other events are to be recognized, measured, presented and disclosed in a public sector entity’s financial statements. The objective of such standards is to meet the needs of users of financial statements by providing the information needed for accountability and decision making. By the end of the course learners should be able to explain the feature of the standards for financial accounting and reporting in the public sector.

**CPA 221 Public Sector Accounting II (3CREDIT):** The purpose of this course is deepening the knowledge of the learners on the public sector accounting. Here they will be informed of the international standards of public sector accounting and its features. For instance on the importance of auditing of public enterprises, organization, checking of the accounting activities in companies. By the end of the course the learners should be able to explain how international public sector accounting is done

**CCA 215 Cost Accounting I (3CREDIT):** The purpose of this course to provide the learner knowledge on the vital role played by cost accounting. Cost accounting provides significant information for the management of business enterprises, both for private and public. It provides information for all forms of organization that manage economic resources in achieving their objectives. Cost management is widely regarded as one of the key success factors for profit improvement and is at the basis of sound budget management and control. By the end of the course the learners will be able to explain the significance of cost accounting. They will be able to practically manage small enterprise using the skill obtained from the course.

**CCA 225 Cost Accounting II (3CREDIT):** Cost accounting two is the continuation of previous but it provides a deeper concept on the role of cost accounting in the management of an enterprise or organization. Costs represent money measurement of the efforts that an organization has to make to achieve its objective. Therefore, it plays a very important role in management decision making. The course will inform the learners on the meaning of cost terminology commonly used and the purpose for which cost information is needed. By the end of the course learners will be conversant with the meanings and purpose of cost accounting.

**CBS223 Business Statistics III (3CREDIT**): Business Statistics three aims at deepening the previously learnt concepts of statistics. Statistic three is an advanced level which will enable the learner to handle any statistical problem comfortably. By the end of the course the learners should be able to explain the basic statistical concepts used in solving statistical problems.

**CBM 213Business Mathematics III (3CREDIT):** The purpose of the course is to introduce learner to advanced mathematics having learnt the basic in mathematics I and II. This will prepare them to able to handle any mathematical problem in business comfortably.

##### CME214 Micro Economics (3CREDIT): The purpose of this course is to introduce learners to understand the use of economics in firms and decision making. At the conclusion of the course, learners should be able to explain the techniques involved in addressing the “allocation” of scarce resources in the satisfaction of society’s needs – concepts of supply and demand, the market and market structures, production and consumption theory, conditions of perfect and imperfect competition and the price system within the theory of the production enterprise or firm.

##### CME224 Macro Economics (3CREDIT): The purpose of this course is to deepen learners’ understanding of the “macro” economy at the larger or national level, with an evaluation of national accounts and of aggregate income and expenditure. By the end of the course, learners should be able to apply general equilibrium theory, the theory of closed and open economies, the elements of the Keynesian model, money and banking, inflation and macroeconomic policy as applied to South Sudan.

**CFM226 Financial Mathematics (3CREDIT):** The purpose of this course is imparting to learners the concept in financial mathematics which is essential in business. It will enable them to carry out the various calculation involved in accounting comfortably. By the end of the course learners should be able to calculate the future value and the compound interest without tables, calculate the future value and the compound interest with tables, calculate the future value and the interest with daily compounding for passbook savings accounts and certificates of deposit. Calculate the effective rate of interest, the present value and the compound interest with tables.

**CFM226 Entrepreneurship (3CREDIT):** The purpose of this course is to introduce learners to the range of business opportunities in the world and the region and to stimulate entrepreneurial interests and skills. Learners will consider various business opportunities, both large and small, that are open for urban and/or rural communities. By the end of the course, learners should be able to demonstrate the steps involved in starting a small business such as registration, methods of franchising and financing, relations to Government, managerial and organizational sub-functions, the staffing process, recruitment and selection. The entrepreneurial learners will take special project to test on how to establishment business.

The purpose of this course is to introduce learners to the range of business opportunities in the world and the region and to stimulate entrepreneurial interests and skills. Learners will consider various business opportunities, both large and small, that are open for urban and/or rural communities. By the end of the course, learners should be able to demonstrate the steps involved in starting a small business such as registration, methods of franchising and financing, relations to Government, managerial and organizational sub-functions, the staffing process, recruitment and selection. The entrepreneurial learners will take special project to test on how to establishment business.

**CAI 227 Accounting Information Systems (3CREDIT):** The course introduces learners to the significance of information system as business resource. Like the other business resources of raw materials, capital, and labor, information is vital to the survival of the contemporary business organization. Every business day, vast quantities of information flow to decision makers and other users to meet a variety of internal needs. Information flows out from the organization to external users, such as customers, suppliers, and stakeholders who have an interest in the firm. By the end of the course learners should be able to understand the primary information flows within the business environment, differentiate between accounting information systems and management information systems. They should be able to differentiate between financial transaction and a nonfinancial transaction. Describe the features of the general model for information system.

**CQM216** **Quantitative Method (3CREDIT):** The purpose of the course is to introduce the learner to calculation of the various values in money, and the identification of the main mathematical difference between FV and PV. In general the learner will be disposed to any calculation using the quantitative method. By the end of the course learners should be able to calculate any problem in mathematics using the quantitative method.

**CPI225 Principles of Insurance (3CREDIT):** The purpose of this course is to introduce learners to the significance of insurance in business. Insurance is a financial tool for accomplishing risks faced in the process of business. Insurance provides money in cases whereby a risk had been faced, since risks cannot be avoided. It enables the business manager to recover from the risk faced by helping in paying the financial consequences. There are many types of insurances each deal with a specific risk faced. By the end of the course learners will be able to explain the principles of insurance, describe the various risks that are payable by the insurance companies. Apply the concept learnt in to the daily life, for instance practicing life insurance.

**CBE216 Business Ethics (3CREDIT):** The purpose and the objective of this course is to review the principal features of the Social Analysis and Social Ethics courses of the propedeutic year and relate them to the principles of the Catholic Social Thought to business structures. Learners will select a particular area or problem of contemporary business practice as a case study and apply these principles to the issue/problem. In the final section of this course, learners will prepare a written paper setting forth an issue, the principals involved and the ethical resolution. Learners will use the paper for an oral presentation.

**CFA212Financial Accounting I (3CREDIT):** the course aim at provide the basic knowledge in financial accounting to the learners, forming the basis from with the whole course in accounting will be found. The course introduces the learners to the basic concepts in accounts, the main elements. By the end of the course learners should be able to: identify the main elements of an income statement, explain the structure of a balance sheet, differentiating between non-current and current assets, appreciate the accrual basis of accounting and classify the sources and uses of cash follow from business activities.

**CFA222** **Financial Accounting II (3CREDIT):** Financial accounting two builds on the previous knowledge in accounting I. In accounting II the learners are introduced to a deeper knowledge of accounting. They are made to know that accounting is a wider concept that deals with money measurement and basic concerns that affect the financial accounting statement. By the end of the course the learner should be able to explain how the entity, the money measurement and the going concern concepts affect the basic financial accounting statements,

**THIRD YEAR**

|  |  |  |  |
| --- | --- | --- | --- |
| **Code** | **Course Description** | **1st Sem**. | **2nd Sem.** |
| CFA311 | Advanced Financial Accounting I | 3 |  |
| CFA 321 | Advanced Financial Accounting II |  | 3 |
| CMA 312 | Management Accounting I | 3 |  |
| CMA 322 | Management Accounting II |  | 3 |
| CFM 313 | Financial Management I | 3 |  |
| CFA 323 | Financial Management II |  | 3 |
| C FA314 | Financial Analysis | 3 |  |
| CBL 324 | Business Law I |  | 3 |
| CBL315 | Business Law II | 3 |  |
| CTA 325 | Taxation Accounting |  | 3 |
| CIA 316 | Auditing | 3 |  |
| CIA 326 | Auditing and investigation |  | 3 |
| TOTAL |  | 18 | 18 |

**CFA311 Advanced Financial Accounting I(3CREDIT):** Having laid a foundation in accounting the basic accounting, learners are then introduced to advanced accounting to enable deepen the concepts of accounting. In this course learner will be informed in areas of Business combinations, stock investments, consolidated financial statements, intercompany profit transactions, changes in ownership interests, indirect and mutual holding and subsidiary preferred stock, consolidated earnings per shares, consolidated income taxation. By the end of the course learners should be able to explain the main concepts in advanced accounting.

**CFA 323 Advanced Financial Accounting II (3CREDIT**): This course is an addition knowledge building on part I of the advanced accounting. The aim is to train an all rounded learner in the field of accountancy. By the end of the course learners should be able to apply the concept learnt in advanced accounting to the day to day living.

**CFM 313 Financial Management I (3CREDIT):** The purpose of this course is to introduce the learner to managerial activity which is concerned with the planning and controlling of the firm’s financial resources. It informs the learners on how managers are challenged with decision making in the process of controlling or managing the organizational limited financial resource. By the end of the course learners should be able to explain the key managerial concept involved in the management of a firm’s finances. They will be able to describe how financial managerial activities are conducted.

**CFA 323 Financial Management II (3CREDIT):** Financial management II builds on the prior knowledge acquired in financial management I. The purpose is to deepen the knowledge in financial management for the learner to be able to handle advanced financial management. It will enable the learner engage in advanced financial activities that enables firms or organizations to function comfortably.

**C FA314 Financial Analysis (3CREDIT):** The aim of the course is to impart basic knowledge of the financial analysis to the learners. Financial analysis is the process of identifying the financial strengths and weaknesses of the firm by properly establishing relationship between the items of the balance sheet and the profit and loss account. Financial analysis can be undertaken by the management of the firm, or y parties outside the firm, viz., owners, creditor’s investors and others. The nature of analysis differs depending on the purpose of the analyst. By the end of the course learners should be able to differentiate the different types of analysis depending on the purpose of the analyst.

**CBL 324 Business Law I (3CREDIT):** The purpose of this course is to introduce learners to the legal systems and law pertaining to business activities in South Sudan. By the end of the course learners should be able to understand the laws of South Sudan with regards to financial institutions, Labour laws, permits, registration and legalization of companies and the Chamber of Commerce.

**CBL315 Business Law II (3CREDIT):** The purpose of this course is to deepen learners understanding of the legal systems and its application to Business companies. By the end of the course learners should be able to understand the laws of contracts and torts and the application of law to commercial papers, bankruptcy, sales, land and property, and to institutional arrangements such as partnerships and corporations.

**CTA 325 Taxation Accounting (3CREDIT):** The purpose of this course is to introduce learners to the main features of public finance and Taxation. It considers the theory of public expenditures and taxation, the sources of public revenue and the management of public debt, and the preparation of the budget and budgetary systems. By the end of the course, learners should understand the main theories of public finance and the particular constraints of the financial sector, budget process and taxation, with special reference to South Sudan.

**CIA 316 Auditing (3CREDIT):** The main aim of this course is to inform learner of the significance of auditing in financial management of an institution. Auditing is the process of checking or reviewing the financial books of the institution or organization in order to ensure its financial safety. A **financial audit** is conducted to provide an opinion whether financial statements (the information being verified) are stated in accordance with specified criteria. Normally, the criteria are international accounting standards, although auditors may conduct audits of financial statements prepared using the cash basis or some other basis of accounting appropriate for the organization. In providing an opinion whether financial statements are fairly stated in accordance with accounting standards, the auditor gathers evidence to determine whether the statements contain material errors or other misstatements.

Auditing is an essential tool in business to help management improve on their managerial activities. By the end of the course learners should be able to explain the significance of auditing in running of an organization. They should be able to describe the processes of auditing and planning for auditing.

**CIA 326 Auditing and investigation (3CREDIT):** The purpose of this course is to inform learners of the difference between auditing and investigation of organizations. Investigation is the act of detail examination of activities so as to achieve certain objectives. Specially, investigation is made in suspected places. It finds out the nature and reasons of suspected areas but auditing is the act of examining books of accounts so as to prove true and fairness of operating results and financial position of a business. An audit is carried out for the purpose of ascertaining whether or not the balance sheet and profit and loss account show true and fair view of the state of company’s affairs and its profit or loss. But an investigation aims at establishing a fact or is carried out for some particular purpose i.e. to know the financial position of the concern or the earning capacity of the concern etc. By the end of the course learners should be able to differentiate between auditing and investigation. Describe the circumstance under which each of them is supposed to be carried out.

**CMA 322Management Accounting II (3CREDIT):** The purpose of this course is to provide learners with an understanding of the nature and function of money and its historical development. Learners study the factors underlying the supply of and demand for money, both in theory and in practice, and the relationship of money to the prevailing level of prices in an economy. By the end of this course, learners should be able to explain the International banking and financial systems with emphasis on the Central Bank of South Sudan and the economic principles underlying its structure and practice.

**FACULTY OF AGRICULTURAL & ENVIRONMENTAL SCIENCES**

**Introduction:**

**84.** The Catholic University of South Sudan through its Faculty of Agricultural and Environmental Sciences shares these goals: to provide rigorous training in the agricultural and environmental sciences with an emphasis on rural communities. It seeks to equip students with the skills needed to address the needs and aspirations of rural communities and to develop the food production sector. The university trains students in the agricultural sciences, with the expectation that graduates will contribute to improving the livelihood and food security of rural communities.

**85.** The Faculty seeks to promote in students a positive attitude toward the agricultural and environmental sciences. This will involve various approaches such as responsibility for student plots on the University Farm, by means of experiential learning and research (tending crops/livestock, sharing in proceeds, keeping records, and visiting rural communities and commercial farms/farm enterprises, etc.). It also focuses on critical environmental issues that face South Sudan and other sub-Saharan countries -- desertification, climate change, and the protection and strengthening of fragile ecological systems.

**86. Objectives of the Faculty:**

The Faculty has twofold objectives:

* To provide learners with an appreciation of rural communities and their relationship to the environment in meeting basic needs and improving their livelihoods.
* To equip students with the skills needed to recognize and utilize community resources in addressing issues of food security and increased agricultural productivity.

**87. A Five Year Bachelor of Science Degree Program**

The faculty offers a five - year programme leading to Bachelor of Science Degree (Honors) in agricultural and environmental sciences. The primary objective of the Faculty is to provide a rigorous training in the agricultural and environmental science so that graduates have the needed skills to address the needs and aspirations of urban and rural communities and to meet the national needs for agricultural scientists and policy makers. A graduate of the faculty of Agricultural and Environmental Sciences studies therefore, enjoys broadly –based multi -disciplinary education and training which make him or her capable of approaching development and management of natural resources

###### **88. The teaching period for the degree programme is five academic years. Each academic year consist of two semesters of 15 teaching weeks and two weeks of examination. A candidate enrolled for the degree shall satisfactorily complete the programme in a period of not more than twice the minimum period for which he/she was registered for the degree. A candidate enrolled for the programme shall participate and complete course work and practical assignments that may be applicable to Agriculture and Environmental sciences. Admission to the examination at the end of the semester shall be based on satisfactory completion of such requirements.**

**89. Each student shall be required to undertake introduction of research attachment after completion of the second semester of the fourth year of study. During the field attachment, students are expected to embark on a research project, which they have to complete and present at a seminar during the fifth year of study.**

The Introductory Year Program for all Students (see Handbook no.20-22).

**90. Course Structure**

The courses for the undergraduate programme are listed below. All courses are one unit, unless otherwise stated. The practical sessions are incorporated in the specific units.

**Second Year: First Semester**

|  |  |  |  |
| --- | --- | --- | --- |
| Courses Code | Course Name | Credits | Course Hours |
| AES 201 | Physiology of Crop Plant | 4 credits | 60 |
| AES 203 | Introduction to Biology | 3 credits | 45 |
| AES 205 | Introduction to Chemistry | 3 credits | 45 |
| AES 207 | Organic Chemistry | 3 credits | 45 |
| AES209 | Soil Science Soil Physics | 3 credits | 45 |
| AES211 | Introduction to Economics | 2 credits | 30 |
| AES213 | Introduction to Microeconomics | 2 credits | 30 |
| AES215 | Soil Sciences Introduction to Soil Fundamental | 3 credits | 45 |
| AES217 | Philosophy I | 2 credits | 30 |
| AES 219 | Animal Physiology | 4 | 60 |
| AES 220 | Linear and Matrix Algebra | 2 credits | 30 |

**Second Semester**

|  |  |  |  |
| --- | --- | --- | --- |
| Courses Code | Course Name | Credits | Course Hours |
| AES 202 | Introduction to Biochemistry | 3 credits | 45 |
| AES 204 | Principle of Botany | 4 credits | 60 |
| AES 206 | Introduction to physics | 3 credits | 45 |
| AES 208 | Agricultural physics | 3 credits | 45 |
| AES 210 | Principle of macroeconomics | 2 credits | 30 |
| AES 212 | Fundamental of animal nutrition | 3 credits | 45 |
| AES 214 | Philosophy II | 2 credits | 30 |
| AES 216 | Calculus and analytical Geometry | 3 credits | 45 |

**AES 201 Physiology of Crop Plants (4 credits)**

This course is designed to help students integrate and better understand crop growth, development and yield from a perspective of whole plant physiology. In this course, students will gain an overview of crop physiological processes that are necessary to understand how plants operate, and interact with their environment. The course is useful to understand and interpret agronomic phenomena contributing to crop yield. It also offers an opportunity to survey contemporary aspects of crop physiology with emphasis on recent research progress in related fields. On completion of the course students should be able to 1) distinguish key physiological processes underlying the formation of seedlings from seed embryos; 2) identify the physiological factors that regulate growth and developmental processes of crop plants, and clearly define their roles; 3) evaluate the different strategies used by plants to acquire and utilize resources, and formulate a logical argument of their impact on crop productivity; 4) recognize the significance of assimilate translocation and patterns of its partitioning in determining crop yield; 5) demonstrate clear understanding of crop-environment interaction and its implication on crop growth and yield; 6) relate crop physiological processes with agronomic practices used in crop production systems; 7) integrate and apply their knowledge of crop physiology for analytical thinking and solving practical problems experienced in agricultural systems

**AES 202 Interduction to Biochemistry** (**3 credits**)

The purpose of this course is to introduce to students introduction to biochemistry. Molecular components of cell. Biomembranes: Structure and functions. Structure, properties and functions of water, carbohydrates, lipids, proteins, nucleic acids, vitamins, and minerals. Bioenergetics, enzymes, Catalysis, metabolism, biochemical associated diseases, ketosis, and vitaminosis upon completion of this course students should be able to demonstrate their knowledge regarding: 1) the basic language of biochemistry 2) the structure of the important biological, macromolecules , proteins, carbohydrates, lipids, nucleic acids, 3) the relationship between structure and function in the biological macromolecules 4) the basic chemical reactions involved in the synthesis and degradation of the biological , macromolecules, the 5) biochemistry involved in the regulation of cellular metabolism.

**AES 203 Introduction to Biology** (3 credits)

The purpose of this course is to introduce students to the principles and concepts of biology. Biology is an introduction to the study of living things and their interdependence with the environment. This course will emphasize the development of student’s scientific process skills, laboratory techniques, and an understanding of the fundamental principles of living organisms. Students will explore biological science as a process, cell structure and function, genetics and heredity, evolution and classification, diversity of living organisms and their ecological roles, and an introduction to animal structure and function. On the completion of the course, students will have a basic understanding of the foundations of the biological sciences students should be able to1) demonstrate understanding of life at the molecular and cellular levels 2) will cover all objectives for this semester.

**AES 204 Principle of Botany (4 credits):**

This lectures/lab field course will provide students with a general overview of plants. Students will gain insight about basic botanical concepts and be able to explore a variety of ecosystems, their plants and the multiple and complex ecological interactions that can be found in different areas of South Sudan. Emphasis will be given to the most common plant families in South Sudan, by the end of this student will able to know 1) the structure, 2) function, 3)diversity,4) reproduction, 5) and evolution in the plant kingdom their relationship to the environment and to humans. This is a Lab/lectures course

**AES 205 Introduction to Chemistry** (3 credits)

The purpose of this course is to introduce to the students to understand the basic concepts in general chemistry. This is an introductory course covering basic concepts in general chemistry. The course is designed for students in agriculture, to understand the fundamentals of inorganic chemistry as prelude to its application to the agricultural and environmental sciences and other areas that require a broad introduction to general and inorganic chemistry.

At the conclusion of this course, students will understand 1) the fundamentals of inorganic chemistry as prelude to its application to the agricultural and environmental sciences. This course consists of a lectures and a laboratory section. 2) Chemistry Laboratory introductory training in analytical, inorganic, physical, and synthetic techniques.

**AES 206 Introduction to Physics**

The purpose of this course is to introduce the basic concepts, principles and history of physics, include selected topics in mechanics, heat, light, sound, electricity and magnetism, and modern physics. By the end of the course, students will be able to: 1. Assess the role of science, and in particular, physics, in helping us to better understand the complex, technological society of which we are a part; 2)Trace the history of physics and the evolution of scientific thought from ancient to modern times 3) Define and analyze the concepts of velocity, acceleration, force, inertia, mass, work, energy 4) Discuss the various types of motion, Newton's Laws 5) the basic principles of atomic and nuclear physics, relativity and quantum theory; 6) basic electricity (Coulomb's and Ohm's Laws), and radioactive decay; Interpret the results of simple experiments and demonstrations of physical principles.

**AES 207 Organic Chemistry (3 credits)**

The purpose of this course is to introduce fundament concepts of nomenclature, formulae, preparation and properties of organic compounds. Modern electronic and molecular orbital theories are introduced. Laboratory experiments illustrate properties and preparation of organic compounds then by the end of the course students will able to understand 1) the geometries and structures of carbon-based compounds 2)The common and important functional groups in organic compounds. 3)The composition and structures of hydrocarbon compounds and geometric isomerism. 4) The preparation, structures, and reactions of alkyl halide compounds. 5) The reactivity of electron deficient carbons. 6) Nucleophilicity and structures of nucleophiles. 7) The preparation, structures, and reactions of alkene and alkyne compounds. 8) The fundamental description of spectroscopic methods of analysis including mass spectrometry, infrared, and nuclear magnetic resonance spectroscopy. 9) Determinations of chemical structure on the basis of spectroscopic evidence.

This course in Organic Chemistry builds on students’ understanding of fundamental principles developed in General Chemistry, including descriptions of chemical bonding, the significance and quantitative analysis of chemical thermodynamics, chemical kinetics including reaction rate expressions, properties of gases and solutions, descriptions of acidity and basicity, chemical equilibria, and the chemistry of oxidation and reduction processes.

**AES 208 Agricultural Physics (3 credits):**

## The purpose of these two courses is to introduce learners to the basic elements of agricultural physics The topics include atmosphere, heat soil physic , power, forces and resistance, area, volume, ratios and credits. By the end of the course, learners should be able to understand these principals and application of physics to agricultural and environmental sciences. the student should be able to: 1) Discuss the atmosphere and its constituents; 2) Explain how heat and mass transfers takes place in the atmosphere;3) To give the various soil compositions; 4)Measure the soil moisture content and obtain the characteristics;5) Give the physical conditions that enhance crop growth and production

**AES 209 Soil Physics (3 credits)**

The purpose of this course introduce to student the Physical properties and process of soils. Water, heat, and solute movement in soils by the end of this course students will gain knowledge of the soil physical properties and their influence on plan growth.

Objectives of this course is to understand basic physical processes that occur in soils; to develop a working knowledge of the methods and instrumentation used in evaluating soil physical properties; to gain some knowledge of the effects of soil physical conditions on plant growth, to understand how soil physical processes may influence environmental quality.

**AES 210 Principle of Microeconomics** (2 credits)

##### The purpose of this course is to bring students to an understanding of the branch of Economics called “microeconomics” or economics from the perspective of the firm and decision making. At the conclusion of the course, 1) students will be able to explain the techniques involved in addressing the “allocation” of scarce resources in the satisfaction of society’s needs -- concepts of supply and demand, 2) the market and market structures, 3) production and consumption theory, 4) conditions of perfect and imperfect competition and the price system within the theory of the production enterprise or firm.

**AES 211Introduction to Economics (2** credits)

##### The purpose of this course is to introduce students to the economy as a social system that provisions society with the goods and services that it requires. Within this larger approach, students are introduced to the allocation problem and such concepts such as supply and demand, market and non-market mechanisms, competition (perfect and imperfect), the role of prices in the system-- and their application in the production, distribution and consumption of goods and services in a situation of scarcity. By the end of the semester, 1) students should understand Economics as the study of a social system that includes the institutions, values, beliefs and social framework that affect the allocation of resources 2) applying the key economic principles

**AES2012 Fundamentals of Animal Nutrition (3 credits)**

The purpose of this course is to introduce student to the application of the principles of nutrition to the feeding of farm animals, composition and nutritional value of feedstuffs, and the nutritional requirements of beef and dairy cattle, horses, poultry, and swine. Training in nutrition is essential for employment in feed manufacturing and supplies, feed/forage utilization, and sales. By the end of this course 1) students will be able to analyze feedstuff for nutritional value; 2) understand animal nutrient digestion, absorption; 3) apply technological factors affecting feed consumption

**AES 213 Introduction to Macroeconomics** (2credits)

The purpose of this course is to deepen students’ understanding of the “macro” economy at the larger or national level, with an evaluation of national accounts and of aggregate income and expenditure. At the end of the course, students will be able to explain general equilibrium theory, the theory of closed and open economies, the elements of the Keynesian model, money and banking, inflation and macroeconomic policy as applied to South Sudan. They will also be able to integrate their studies within the larger framework of the economy as a system provisioning society. By the end of the semester,1) students should understand Economics as the study of a social system that includes the institutions, values, beliefs and social framework that affect the allocation of resources; 2) compute different measures of macroeconomic activity; 3) analyze the forces that affect the aggregate level of economic activity and the business cycle; 4) identify the social consequences of national and international economic activity.

**SRS AES 214 Philosophy I** (2 credits)

The purpose of this two semester course in philosophy is to engage students in the search for meaning -- to understand oneself as human and to understand "reality" and the "real world." In the first semester, consideration is given to the history of philosophy and the human quest for understanding, from the classical philosophers through to Aquinas and modern philosophers, with attention given to African thinkers and philosophical systems. By the end of the semester 1) students will have an overview of the basic questions involved in this search for meaning, and how previous ‘thinkers’ have addressed these questions in their own lives; 2) Explain one philosophical argument for the existence of God; 3) Explain one philosophical argument for atheism

**AES 215 Introduction to Soil Sciences 1 Fundamentals (3 credits):**

The purpose of this course is to introduce Soil concept, soil formation, morphological, physical, chemical, nutritional and biological, properties; and introduction to soil survey with emphasis on south Sudan soils. By the end of this course students would be able to 1) demonstrate knowledge of the physical nature of soil 2) identify the chemical components of soil 3) apply that knowledge to practical agronomic situations

**AES 216 Math Calculus and Analytical Geometry** (3 credits):

The purpose of this course is to deepen learners understanding of functions, continuity, the derivatives, limits and integration. By the end of the course, students should be able to1) apply these concepts to curve sketching, maximum-minimum problems 2) use the basics of differential and integral calculus. The objective of this course is to introduce students to the topics of contemporary calculus and analytic geometry and Supply the student with the fundamental techniques and applications of differential and integral calculus

**SRS AES 217 . Philosophy II** (2 credits)

The purpose of this second semester is to introduce students to the transcendental method associated with Bernard Lonergan (or another contemporary Christian philosopher/theologian). This begins with epistemology and cognition: observation, attending to experience -- and then asking what and why and how and what for? By the end of the course the students should be able to 1) appropriate in the promotion of understanding, the affirmation of the real/truth and the approval of the good. 2) They should be able to see it as incorporating a dynamic that is attentive, intelligent, reasonable and responsible and leads to a conscious intending, going beyond the given and striving for the yet unknown, the totality, and the whole. As such it is a foundation for self understanding and personal growth.

**AES 217 Animal Physiology( 4credits)**

Animal physiology is the study of how animals function. This course is designed to survey molecular and cellular physiology as well as the major physiological systems and how these systems function to maintain homeostasis in various environments. While animal physiology examines systems and processes common to all animal species, this course will focus on vertebrates, with a special emphasis on mammalian systems Upon completion of this course, students should have a clear understanding of the following:1) Homeostasis and its importance to the physiological adaptation of animals to their environment; 2) Basic cell structure and function, including the cell membrane as it applies to neuronal and muscle physiology; 3) The importance and function of the main body systems, including but not limited to, the nervous system, musculoskeletal system, cardiovascular system, respiratory system, digestive system, endocrine system, reproductive system, and immune system; 4) The primary evolutionary and functional differences in the aforementioned body systems in various organisms, including arthropods, mammals, birds, and reptiles

**AES 220 Math Linear and Matrix Algebra** (2 credits**):**

The purpose of this course is introduces the basic theory of linear equations and matrices, real vector spaces, bases and dimensions, linear transformations and matrices, determinants, eigenvalues and eigenvectors, inner product spaces, and the diagonalization of symmetric matrices. Additional topics may include quadratic forms and the use of matrix methods to solve systems of linear differential equations. By the end of the course, learners should be to 1) apply these concepts to problems involving geometry, calculus and differential equations 2) apply them to economic and agricultural problems

The student shall demonstrate knowledge of: Linear algebra; the sequential nature of mathematics and the interrelated nature of the various branches of mathematics, the student shall demonstrate ability to Use language and symbols of mathematics accurately in communication and Select or create appropriate mathematical models to solve

problems in mathematics and in other disciplines

**Third Year: Semester: 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Courses Code | Course Name | Credits | Course Hours |
| AES 301 | Soil Science Soil Chemistry | 3 credits | 45 |
| AES 303 | Rural Sociology | 3 credits | 45 |
| AES 305 | Field Crops Production I Cereals | 3 credits | 45 |
| AES 307 | Irrigation and Drainage | 3 credits | 45 |
| AES 309 | Soil sciences Soil Microbiology | 3 credits | 45 |
| AES 311 | Agricultural Mechanization I | 3 credits | 45 |
| AES 313 | Horticulture I Vegetable Production | 3 credits | 45 |

**Semester: 2**

|  |  |  |  |
| --- | --- | --- | --- |
| Courses Code | Course Name | Credits | Course Hours |
| AES302 | Agricultural economics | 3 credits | 45 |
| AES 304 | Animal Science Animal Husbandry | 3 credits | 45 |
| AES 306 | Hydrology | 3 credits | 45 |
| AES 308 | Water managements | 3 credits | 45 |
| AES 310 | Agricultural mechanization II | 3 credits | 45 |
| AES 312 | Horticulture I fruit production | 3 credits | 45 |

**AES 301 Soil Chemistry (3 Credits)**

The purpose of this course is to introduce Composition and characteristics of soil colloids; Ion exchange equilibria in soils; Soil testing; Macro and micronutrients in crop production; Shifting cultivation and soil fertility. By the end of this course student will be able to understand 1) the Composition soil 2) characteristics of soil colloids 3) interoperation the soil test results. The objective of the course is to introduce Composition and characteristics of soil colloids; Ion exchange equilibria in soils

**AES 302 Agricultural Economics (2 credits):**

The main purpose of the course is to introduce the student to the study of economics and how we can use economic theory to solve many of the problems facing the Nation's Food System. This is an introductory course in Economics at the basic level. It covers microeconomics and macroeconomics issues, with particular reference to agriculture.

After the student completes this course 1) students should be able to understand how our economic system works and how economics relates to their chosen professional career area. 2) The student should be more prepared to make wise choices in the use of resources and the selection of commodities to produce or consume. 3) Enhance the future productivity of student in their chosen profession as well as helping them be more informed citizens when it comes to economic choices.

**AES 303 Rural Sociology (3 credits)**

**The purpose of the** course introduces students to basic concepts, principles and theories of sociology and dynamics of rural societies in relation to agricultural and rural development; elements and their interaction in a social system, gender issues in socialization process; inducing, managing and sustaining social change; extension education and society; external forces influencing rural livelihoods in South Sudan . By the end the course 1) Students should be able to familiarize themselves with the theories of understanding rural societies 2) Recognize the limitations of these theories in promoting sustainable rural communities.3) Explain the role of rural sociology in development. 4) Apply sociological principles in addressing rural development. 5) Induce and manage change in social systems in relationship to both rural and urban communities. 6) Use sociological principles in working with members of the community in identifying their needs, and operate and maintain mechanisms for meeting these needs 7) Identify and use community social communication networks fro enhancing social learning 8) Apply action-learning and social-learning skills in tackling community problems

**AES 304 Animal Science Animal Husbandry (**3 credits):

The purpose of this course is to introduce learners to the main types of domestic animals in South Sudan and the principles of animal husbandry. Students will study aspects of livestock breeding and management, animal digestion, grazing activities, reproductive cycles, dairy products and production, swine production, small animals (sheep and goats, poultry, grass cutters, rabbits, etc.), improved vs. traditional types and practices, production and general husbandry practices. By the end of this course, students should be able to1) understand the significance of animal production 2) the potential for improving animal husbandry in rural communities in South Sudan.

**AES 305 Field Crop Production I Cereals (3 credits):**

The purpose of the course is to introduce learners to the major and minor crops in South Sudan, grain crops, the crop cycles and their relationship to climate, rainfall and temperature.. By the end of the course, learners should be able to 1) Recognize the main cereal crops in South Sudan in general 2) and their principal characteristics with special reference to Upper Nile, Western and Northern Bahr el Ghazal, Warab, and Unity States 3) Demonstrate cultural requirements of major cereal crops 4) Describe minor and emerging field crops. 5) Explain how field crops are harvested for maximizing quality. 6) Explain how field crops are stored to maintain quality

**AES 306 Hydrology** (3 credits):

This course introduces learners to the hydrological cycle and the importance of water in agriculture. It, also, examines climate and water sources in South Sudan —river and stream flows, lakes, rainfall—and analyze the quantity, quality, timing and use of water. By the end of the course, learners should be able to 1) understand the importance of water in the agricultural cycle 2) the potential of irrigation and rain water conservation for the development of South Sudan.

Study of the geological, physical, chemical and biological factors influencing sustainable groundwater resources, including hydrologic linkages and interactions with surface aquatic resources

**AES 307 Irrigation and Drainage (3 credits)**

The purpose of this course is to acquaint agricultural students with key theories, principles and practices of irrigation science that facilitate smooth graduate entry into irrigation related work. It integrates theoretical aspects from project planning, crop science, soil science, engineering surveying, hydrology, water resources, hydraulics, and environmental management and. At the end of the course students should be able to 1) demonstrate and use acquired knowledge and skills; 2) Determine irrigation potential based on own assessments of water resources and estimated crop water requirements ; 3) Select appropriate irrigation and drainage technologies/systems for any given conditions; 4) Monitor and evaluate irrigation and drainage system.

The objective of this course is to equip students with skills in irrigation planning, operation, monitoring and evaluation of irrigation and drainage system.

**AES 308 Water Management** (3 credits**):**

The purpose of this course is to involve learners in the study of agricultural water requirements and deepen their understanding of water sources and water utilization, e.g., rainfall analysis and harvesting/storage, evaporation and agro-meteorology, river flow and analysis, irrigation, droughts and climate change. Particular attention is given to tributaries and water resources of the Nile River Basin.by the end of this course student to be able to 1) understand the importance of water in the agro-climatic zones of South Sudan 2) the potential for improved use of these resources for sustainable agricultural production and development

**AES 309 Soil Sciences: Soil Microbiology (3 credits)**

This course is design to provide students with fundamental knowledge of microorganisms in terrestrial ecosystems. The course will cover ecology, physiology, and biochemistry of soil microorganisms with emphasis on soil microbial processes that are important to environmental quality and soil productivity. By the end of this coures Students will learn 1) knowledge of microorganisms in terrestrial ecosystems 2) Aseptic techniques how to use a microscope, 3) How to determine soil microbial biomass, soil enzyme activity, nitrification, denitrification, and symbiotic nitrogen fixation

**AES 310 Agricultural Mechanization I (3 credits):**

This course introduces the knowledge and skills for applying the physical science principles and principles of operation and maintenance to mechanical equipment, welding and fabrication, structures, plumbing, electrical wiring, power utilization, and entrepreneurship. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. By the end of this course student will 1) apply agricultural equipment, structural environmental control, 2) and soil and water conservation.

Applying engineering and mechanization principles for selection and application of agricultural equipment, structural environmental control, and soil and water conservation.

**AES 311 Agricultural Mechanization II (3 credits):**

The operation and evaluation of tractor and agricultural equipment, by the end of this course student would apply mechanics that service farm equipment and machinery

This course prepares students for entry-level positions as mechanics that service farm equipment and machinery, including skills in welding, small engine and farm equipment repair

**AES 312 Horticulture II: Fruits Production (3 credits)**

The purpose of this course is to introduce to student the economic importance and the nutritive value of vegetable crops, the suitable environmental conditions, the different agricultural practices that includes:  land preparation, fertilization,  pest and weed control,  irrigation,  seeding production,  protected agriculture and planting in the open field,  for the most important vegetable crops that include roots, stem, leaves, flowers, fruits, and seeds; Crop rotation and intercropping, harvesting, storage and marketing.  This course includes labs that cover vegetable classification and description of plant structure. By completing this course, 1) students will have knowledge and skills in science and production of fruit crops and their management systems 2) identify important economic fruit crops and their production regions in the South Sudan ; 3) describe significant morphological characteristics related to production and management of fruit crops;4) describe production and management systems of fruit crops

**AES313 Horticulture I Vegetable Production (3Creadits)**

The purpose of this course is to introduce to student the economic importance and the nutritive value of vegetable crops, the suitable environmental conditions, the different agricultural practices that includes:  land preparation, fertilization,  pest and weed control,  irrigation,  seeding production,  protected agriculture and planting in the open field,  for the most important vegetable crops that include roots, stem, leaves, flowers, fruits, and seeds. Crop rotation and intercropping, harvesting, storage and marketing.  This course includes labs that cover vegetable classification and description of plant structure. By completing this course, 1) students will have knowledge and skills in science and production of vegetable crops and their management systems 2) identify important economic vegetable crops and their production regions in the South Sudan ; 3) describe significant morphological characteristics related to production and management of vegetable crops;4) describe production and management systems of fruit crops

**Research Project (Thesis/ Dissertations)**:

Students begin to do research in ‘**Research Projects’** according to their aptitudes and interests, under the direction of their supervisors and the Director of the Faculty. This will include special seminars, field research or study projects, such as crop sciences, plant breeding, animal husbandry, agro-forestry and/or agri-business.

**Agricultural Field Work**: Students continue to work on their farm plots, observing conditions and undertaking basic quantitative measurements: soil and crop, insects and diseases, yields, etc. They will also work on agricultural production and management problems, incorporating an economic analysis of their farm plot activities.

**Field Attachment**: Between the fourth and fifth year, students will undertake special projects related to the environment or be attached to an agricultural research station, an agri-business enterprise, a rural bank, or a rural development program. Field attachments will typically last 8 to 10 weeks. By the end of this period, students will write a report on their experiences.

**Fourth Year: Semester: 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Courses Code | Course Name | Credits | Course Hours |
| AES 401 | Farm Management and Finance | 3 credits | 45 |
| AES 403 | Agricultural Policy | 3 credits | 45 |
| AES 405 | Land use and planning | 3 credits | 45 |
| AES 407 | GIS & RS in Agriculture and Natural Resources | 3 credits | 45 |
| AES 409 | Principle of Marketing | 3 credits | 45 |
| AES 411 | Experimental Design | 3 credits | 45 |
| AES 414 | Agricultural an Entomology I principle of Entomology | 3 credits | 45 |

**Semester: 2**

|  |  |  |  |
| --- | --- | --- | --- |
| Courses Code | Course Name | Credits | Course Hours |
| AES 402 | Environmental and Resource Economics | 3 credits | 45 |
| AES 404 | Plant pathology | 4 credits | 60 |
| AES 406 | Field Crops Production Oilseed & Pulse Crops | 3 credits | 45 |
| AES 408 | Agribusiness and Management | 3 credits | 45 |
| AES 410 | Research method s | 3 credits | 45 |
| AES 415 | Agricultural an Entomology II Economics of Entomology | 3 credits | 45 |
| AES 416 | Principle of Plant Protection | 3 credits | 45 |

**AES 401 Farm managements and Finance (3 credits)**

Purpose of this course introduce learners the principle of farm management the problem of organizing, coordinating, and managing farm enterprises. A study of the methods used in farm business analysis together with farm accounting and bookkeeping. By the end of this course student would be able 1) to improve their business management skills to improve management productivity, increase profitability, 2) and fulfill their long-term goals. The objective of Farm & Financial Management course is to help students improve their business management skills to improve management productivity, increase profitability, and fulfill their long-term goals

**AES 402 Environmental and Natural Resources Economics (3 credits)**

The purpose of this course introduces student economic analysis of resource issues, policies and management. Issues could include: land fragmentation, mineral extraction issues, conservation easement and development rights, urbanization, renewable resources, carbon sequestration, property rights and water rights. By the end of this course student would be able to 1) apply microeconomics principles for better understanding of current environmental problem. **The objectives of the course are to d**evelop and use microeconomics principles for better understanding of current environmental problems

**AES 404 Plant Pathology (4 credits)**

The purpose of this course is to introduce student to Fundamental principles of plant pathology, including parasites and disease development, identification of major agronomic diseases and their biotic and a biotic causes; proper diagnosis of plant diseases, differentiation between signs and symptoms, isolation of pathogens in pure culture; environmental effects on development of infectious plant diseases; control of plant diseases. At the end of this course, the student will learn to identify the cause of a particular plant disease, by utilizing the Koch’s Postulates, learn that signs and symptoms are not interchangeable; signs being the causal organism itself and symptoms are manifestations of the diseased condition shown by the plant, realize that the causes of plants diseases are not only biotic but also a biotic entities, such as pollution, mineral deficiencies, pesticide toxicities, improper agricultural practices, etc, by the end of this course students would 1) understand the life history of a particular pathogen in order to properly formulate an effective control measure at the time the organism is vulnerable, 2) learn how to isolate and grow pathogens in pure culture in the laboratory using artificial media, 3) familiarize themselves with various effective plant protection techniques in order to combat plant diseases. Laboratory exercises consist of studying pathogens under the compound microscopes; PowerPoint presentation by students; actual plant disease identification in the field

**AES509 Agricultural Policy**

the purpose of this course is to provide an understanding of domestic and international issues in South Sudan, agricultural food policy, a study of major problems confronting agriculture, how public policy influences the nature and performance of South Sudan and world agriculture. By the end of this course student will be able to 1) students develop a better understanding of policy-making entities at various levels of government in the South Sudan. 2) It also provides a broad understanding of how policy actions in agriculture impact not only farmers’ incomes, but also the well being of consumers,3) the economic viability of rural communities, and 4) the quality of our nation’s environmental resources.

**AES 405 Land use and planning (2 credits)**

The purpose of this course is to clarify issues relating to a holistic approach to land use planning. Definitions of terminologies such as land, natural resources, land use and planning are to be covered. The concept of land capability classification would be introduced to cover the methodological approach and land capability classes. The course provides definition of land utilization types and identifies the many land use possibilities within the landscape. The criteria determining the selection of an appropriate land use types would be covered. The importance of water to life will be covered. The various sources of fresh water, pollution and water management, and the role of forest land use in water quality control will also be covered. By the end of the course, students will be able to1) Define the terms and concepts of land use planning; 2) have a basic understanding of how to carry out a land capability classification; 3) define the various land use types and enumerate some criteria guiding the selection of an appropriate land utilization types 4) and have an understanding of the importance of forest land use on water quality management

**AES 406 Field Crop Production II Oilseed and Pulse Crops (3 credits):**

The purpose of the course is to introduce learners to the major and minor crops in South Sudan, oilseed crops and pulse crops, the crop cycles and their relationship to climate, rainfall and temperature. By the end of the course, learners should be able to1) recognize the main oilseed and pulse crops in South Sudan. 2) Demonstrate the selection of oil crops; 3) Discuss cultural practices for oil crops; 4) Describe how oil crops are harvested to maximize quality; 5) List the leading field crops production states 6) Describe minor and emerging oilseed and pulse crops.7) Explain how field crops are harvested for maximizing quality. 8) Explain how field crops are stored to maintain quality.

**AES 407: Geographical Information Systems (GIS) and Remote Sensing (RS) in Agriculture and Natural Resources (3 credits):**

The purpose of this course is to introduce an Introduction to Geographic Information System (GIS) and Remote Sensing (RS), components of GIS, data sources and acquisition, RS technology, digital image processing, field and laboratory analysis, map visualization and output. By the end of this course student would be able to 1) apply the principles and applications of geographic information systems (GIS) and global positioning system (GPS) technologies supporting land use/cover assessment, 2) apply the principles and applications of geographic information systems (GIS) and global positioning system (GPS) technologies supporting agricultural production, 3) and apply the principles and applications of geographic information systems (GIS) and global positioning system (GPS) technologies supporting natural resources conservation

**AES 408 Agribusiness and Management (3 credits):**

Description and application of management and financial principles, market planning, and organization theory in small business situations. By the end of this course student would be able to 1) apply the application of the economics principle 2) use and application of management and economic principles in decision making directed toward profit maximization. The objective of this course is to introduce the students the application of the economics principle

**AES 409 Principles of Marketing** (3 credits**):**

This course provides the student with an introduction to grain merchandising and farm marketing. A study of marketing functions, practice, organizational structure, legal aspects of agricultural marketing in relation to marketing policies, analysis of consumer behavior, and market demand.At the end of the course, students should be able to 1) identify the major concepts of marketing ; 2) be able to apply major concepts to analysis of observed data and have participated in field case 3) understanding of aspects of marketing, 4) students would appreciate aspects of marketing significance 5) and contribute to the debate on better ways of improving the existing marketing practices in south Sudan and elsewhere

**AES 410 Research Methods (3 credits):**

The course will be adapted to the study of agricultural systems and rural communities and household issues (health, demographics, and institutional relationships). This course provides learners with the tools needed to formulate a problem, review sources of information, and design and undertake a research study. By the end of the semester student are expected to 1) write and present a proposal at the departmental seminar where it will be discussed and appropriate recommendation made and approved as final year project. 2) Approved proposal will be submitted by the student to the supervisor for assessment

The objective of this course is to introduce how to write project proposal

**SRS 411Experimental Designs (3 credits)**

The course provides knowledge about experimental designs and analysis of data from experiments. Analysis of variance, randomized block designs, Latin-square designs, linear regression models, factorial experiments. By the end of this semester students would be able to 1) Analyze data from a planned experiment, 2) use analysis of variance; 3) carry out an appropriate statistical analysis of the data, 4) properly interpret and communicate the analyses**.**

**AES 414 Agricultural entomology I Principles of entomology (3 credits):**

This is an introductory course for entomology majors or anyone desiring a thorough introduction to the world of insects. By the end of this course students would learn 1) the basics of insect structure and function,2) insect identification, 3) insect behavior, 4) insect control, and impact on humans. **The objectives of the course is to** familiarize the students with insects and arachnids and their external and internal features; to equip the students to identify insects and arachnids of economic importance; to acquire working skills for collecting, mounting, and preserving insects

**AES 415 Agricultural entomology II Economic of Entomology (3 credits):**

Economic importance of insects, fundamentals of pest control, description, hosts, damage, infestation appearance, life history, distribution and control measures of field and vegetable-crop pests, fruit and wood tree pests, stored product pests, medical and veterinary pests. By the end of this course student would be able to 1) Describe the insects and their life cycle, 2) describe the insect and its damaging stages and type of damage-control measures. 3) Describe different types of insects that can cause economic damage to crops.

**AES 416 Principles of Plant Protection**

The purpose of this course is to introduce students how to identify diseases, insects and weeds, understand their life-cycles and select and use appropriate treatments. Control techniques are covered in detail using chemical and biological solutions along with safety procedures and practices. By the end of this course student would be able to 1) have knowledge on history of plant pathology, 2) pathogenisty, 3) parasitism,4) classification and symptoms. 5) Diagnosis, quarantine and control. 6) have examples of some importance plant

diseases specially in South Sudan.

**Fifth Year: Semester: 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Courses Code | Course Name | Unit | Course Hours |
| AES 501 | Field Crop Production III Fibber , Forage And Special Crops | 3 | 45 |
| AES 503 | Plant Nutrition And Soil Fertility Management | 3 | 60 |
| AES 505 | Plant Breeding and Genetics | 4 | 45 |
| AES 507 | Research Project and Thesis I | 2 | 30 |
| AES 509 | Interfaith Encounter and Religious | 3 | 45 |
| AES 511 | Integrate Pest Management IPM | 3 | 45 |

**Semester: 2**

|  |  |  |  |
| --- | --- | --- | --- |
| Courses Code | Course Name | Unit | Course Hours |
| AES 502 | Plant Protection I Pest Management | 3 | 45 |
| AES 504 | Soil and Water Conservation | 3 | 45 |
| AES 506 | Plant Protection II Plant Disease Management | 3 | 45 |
| SRS 408 | Research Project and Thesis II | 2 | 30 |
| AES 510 | Globalization and Catholic Social Thought | 3 | 45 |

**AES 501 Field Crop Production III Fiber, Forage and Special crops (3 credits):**

The purpose of the course is to introduce learners to the major and minor crops in South Sudan, fiber crops, forage crops, and special crops, the crop cycles and their relationship to climate, rainfall and temperature. A section of this course will also be devoted to forestry and forest products, both timber and non timber. By the end of the course, learners should be able to 1) recognize the main crops in South Sudan and their principal characteristics with special reference to Western and Northern Bahr el Ghazal, Warab, and Unity States. 2) Students will have basic principles of field crop production systems, including various cultural practices and production systems (sustainable, contemporary, integrated, and organic), harvesting and cost analysis for major field crops of the South Sudan

**AES 502 Plant protection I Pest Managements (3 credits):**

The purpose of this course is to enable students know the harmful effects of pests and beneficial roles of natural enemies. The various types of pests and pest management concept are considered. Students are expected to know the cost benefit ratio of control methods. The course also describes the fundamental principles and concepts underlying the use of non-chemical strategies against pests such as knowledge of pests/natural enemies, curative measures and preventive measures. The relationships of naturally occurring pest populations and thresholds will be considered. Students will then be able to apply these principles in the non-chemical control of pests. The emphasis of the course is also placed on farm storage using ventilated and unventilated (hermetic) storage systems. The course also describes storage insect pests, damage caused and their life history. At the end of the course, the students will be able to: 1) Define pest and pest management; 2) identify types of pests in the farm and in storage;3) describe control strategies against pests; 4) understand the principles and concepts of non – chemical control measures against pests ; 5) identifying microscopic and invertebrate pests. 6) use several methods of collecting insect pests

**AES 503 Plant Nutrition and Soil fertility Management (3credits):**

The purpose of this course is to provide students with the interrelationships between soil type, mineralogy, pH, soil nutrients, and other nutritional aspects related to plant growth, development and production. The availability and supply of micro and macro nutrients in soil, as affected by the environment, and the use of organic and inorganic fertilizers on plant growth and nutrition will be a major focus Soil conditions affecting availability of plant nutrients; function and movement of nutrients in plants; methods of determining nutrient levels in plants, soils, and other growing media. By the end of this course student will have 1) Comprehensive understanding of soil fertility, 2) plant nutrition, 3) and nutrient management

**AES 504 Soil and Water Conservation Management (3 credits):**

Assess the importance, quality and quantity of soil and water as natural resources for ecosystems and societies. Understand the principles of soil erosion processes and management practices to decrease erosion in urban, cropland and rangeland systems. Understand the principles of the soil water cycle to improve water use efficiency of dry land and irrigated systems. Understand how to utilize soil resource assessment tools to make land management decisions. Examine the role of soil management in the mitigation and adaptation to climate change. By the end of this course student would be able to 1) Understand the basic principles of soil and water management and conservation.2) Discuss strategies for soil or water conservation. 3) Develop an informed appreciation of the value of our soil and water resources from an environmental, economic, and social perspective.

**AES 505 Plant breeding and Genetics (4 credits):**

The purpose of this course to introduce principles of plant genetics, cytological and genetic variation in crop plants, production and control of such variation in developing varieties and hybrids, crop improvement using biotechnology, methods of breeding self- and cross pollinated crops and production and maintenance of high quality seeds. At the end of the course, students will be able to: 1) Understand the basic principles of breeding crop plants, 2) Select appropriate breeding method in improving a specific crop, 3) Solve simple problems in crop plants through application of genetic and plant breeding principles, 4) Communicate knowledge related to plant breeding.

**AES 506 Crop Protection II: Plant Disease Management (3 credits)**

The purpose of this course is to introduce students how to identify diseases and use appropriate treatments. Control techniques are covered in detail using chemical and biological solutions along with safety procedures and practices. By the end of this course student would be able to 1) Identify common diseases in South Sudan effected of field crops, vegetable crops, fruits 2) be able to provide general control Recommendations; 3) will have a systematic approach to diagnosing plant problems in general, with a specific emphasis on plant pathogenic disease agents. 4) Used diagnostic techniques in the field and in the lab for both biotic disease agents and non-infectious disorders;5) the basic principles of plant disease management, 6) apply the principles to specific disease problem.

**AES 507 Research Project and Thesis I** (2 credits)

This course is two semesters course and covers problem identification, writing of project proposal, and collection of data and preparation of report.  
At the end of the course, the student should be able to; Identify research problem; Develop research proposal; Identify appropriate research tools; Execute the research project; Prepare and present research findings.

**AES 508 Research Project and Thesis II** (2 credits)

The second semester is to accompany the students in writing and completing the final copy of their senior research project and thesis. The final copy will be written in good language and demonstrate the competent use of statistics and analysis. The final awarding of a degree is based on the satisfactory completion of this written report/thesis and an oral presentation

**AES 511 Integrated Pest Management (3credits)**

The purpose of this course is to introduce the principles of insect pest management with primary application to the major insect pests found in south Sudan; use of ecologically and economically efficient methods to prevent or reduce pest injury to acceptable levels.

The main objective is to provide the concept of insect sampling, fluctuation and its measurement, principles, and requirements of IPM

**AES 509 Interfaith Encounter & Religious Dialogue** (3 credits):

The purpose of this course is to study the central beliefs of the major religions and examine the basis for dialogue among them. A practical extension of this course may be engaging other communities of faith in religious conversation and joint activities. Interfaith encounter has two dimensions of critical importance today: a) is dialogue on the level of theology and belief and living together possible, and if so, at what level? and b) is dialogue only or mainly at the level of tolerance and indifference?

Students will consider belief systems and practices in this encounter as well as the urgency of this dialogue. At the conclusion of this course, students will understand the principles of conflict resolution and grounds for collaboration in the search for shared values among the major religions.

**AES 510 Globalization and Catholic Social Thought** (3 credits):

The purpose of this course is to review with learners the principal features of Globalization that affects nearly every aspect of contemporary life. By the end of the course, learners should be able to 1) understand the contribution the Catholic Social Teaching makes to the ideal of a society that is more fully human and integral in the context of Globalization

The students will become familiar with the core theological, ethical, and methodological principles of Catholic social thought. They will be able to critically analyze contemporary social issues in light of Catholic social thought. They will be in direct them to the service of marginalized communities will facilitate students’ comprehension of the connections between academic reflection and social action.

**Part 11: Institutes:**

**91. Institute of Food, Agriculture and Development (IFAD)**

The IFAD will initiate and support programs that contribute to improve prospects for regional food security, sustainable agricultural development, environmental protection and conservation. It, also, encourages the development of partnerships both national and international.

**92. Institute of Catholic Social Teaching (ICAST)**

The ICAST will apply and promote the principles of Catholic Social Teaching as the basis of social justice and public policy discussions. It will be linked with the African Forum for Catholic Social Teaching (AFCAST) based in Harare, Zimbabwe, and disseminate models for training leaders in good governance which is based on the social documents of the Church. It will be a forum for discussion, research and the application of these principles to community problems.

**93. Institute of Applied Research, Consultancy and Community Outreach (IARCO)**

The IARCO provides the Catholic University with an institutional location for applied research and consultancy, undertaken by Faculty members and students. It encourages instructors to involve students in directed and applied research on issues that are academically relevant and important to the wider community. These include research on issues such as poverty, hunger and food security, access to social services, and public health and the HIV/AIDS pandemic. The IARCO relates closely to the activities of IFAD and ICAST and promotes educational programs, public lectures and seminars on local and regional issues. IARCO also coordinates the University’s special training courses in areas such as computer usage, English, and public policy with community focus.

**Part 12: List of Administrative and Academic Staff**

**94. Positions and Qualifications for Academic Year 2014-2015**

|  |  |  |
| --- | --- | --- |
| **Position** | **Name** | **University/Degree** |
| Vice-Chancellor | Mathew Pagan (Fr) | PhD. Theol., URBAU/Rome |
| Senior Admini. Officer FASS | Mike Andruga | MA Political Sci. UK |
| **Faculty: Arts & Social Sciences** | | |
| Dean of Faculty (Acting) | Sr. Janet Kiden | MED. CUEA, Kenya |
|  |  |  |
| D**ean Faculty of Education** | Bro. Bruno Dada | MED & PhDs. CUEA Kenya |
| Dean of Students |  |  |
| Deputy Dean of Students | Joseph Otwari | BA Maths/Physics U-Juba |
| Head of Department of EBA | Charles Koma Drici | MSc Dev. Econ. UMU/Uganda |
| Head of Department of Education | Janet Kiden (Sr) | MED, CUEA |
| Librarian | R. L. Nelson | BA Library Sci. U-Juba |
| Admin Assistant – Finance Department | Achiro I. Lino | BA Comm. Daystar U/Nbi |
| Assistant Accountant/Finance | L. Taban | BA. EBA CUofSS |
| Admin Assistant – Records/Archive | Erick Odegi | BA, Econ. Makerere U |
| Admin Assistant – Office Manager | Kuol Nyuol Deng | BA. EBA CUofSS/CUEA |
| **Faculty: Agriculture & Environmental Sciences** | | |
| Dean of Faculty | Dr. Pio Kwor | Al Gazira University |
| Senior Administrator | Robert Salem |  |
| Senior Administrator of Faculty, FAES/ Wau | Solomon Ewot (Fr) | MA Dev. St. Uganda Martyrs |
| Dean of the Faculty |  | MA JSTB/Berkeley, Cal. |
| Admin Assistant – Finances | Janet Singba | Dipl Com Dvpt./Nile M.I./Uga |
| **Instructors: FASS/Juba** | | |
| **Introductory Year** | | |
| Social Analysis & Logic | Andruga Mike | MA Political Sci. UK |
| Language/Comm. Skills | Geoffrey, Jackson, S. Lomoro, | MA U-Juba; BA CUofSS/ CUEA, BA CUofSS/CUEA |
| Mathematics | Otwari and Kuol Nyol  Cornelius Oliha | BA Math/Physics, U Khtm;  BA. EBA CUofSS/CUEA  MA. U-Juba |
| Computer Science | Titus A. Owing (Bro)/Enock | MED. Makerere, Uganda |
| Accounting | Joseph Kanyara | BSc Acctg. Univ of Juba |
| Social Analysis | Loes Linjinder  M Andruga/Basilio (Fr) | PhD Econ; MA Pol Sc;  MA Dev St/UMU |
| Social Ethics | Marshal Olal (Fr) | PhD Theol. Urbanianum/Rome |
| **Second Year, EBA, FASS** | | |
| Principles of Economics I & II | Charles Koma Drici & Erick | MSc Dev. Econ, UMU/BA Econ. |
| Math for Econ &Business I & II | Loro Gore, | MSc Stat, U-Juba  BA. EBA CUofSS/CUEA |
| Principles of Management | Natal Lulu | Msc Int. Mgt & HR, UK |
| Business Law | Amule Gaspa/ Raphael | Advocate, LLM |
| Statistics & Probability | Ceazer Oromo. | BSc Maths and Statistics, Khartoum |
| Statistical Analysis in Econ | Ceazer Oromo | BSc Maths and Statistics, Khartoum |
| Partnership Accounting | B. Siraji | MBA, Islamic U/Uganda |
| Company Accounting | B. Siraji | MBA, Islamic U/Uganda |
| Philosophy I & II | R Miriga Lukeson  Fr. Marshal Olal | MA Dev St, UMU  PhD, Theol, PU. Anselmianum |
| Intermediate English III/IV | Jackson W., S. Lomoro,  Geoffrey. K | MA U-Juba; BA CUofSS/ CUEA, BA CUofSS/CUEA |
| **Third Year, EBA, FASS** | | |
| Micro– and Macro- Economics | Moini | Agri. Econ. |
| Public Finance and Taxation | J. Brian & Phillip Deng | MBA, UK & MBA, Kenya |
| Business Finance | Joseph Brian | MBA, UK |
| Money and Banking | Joseph Brian | MBA, UK |
| Principles of Marketing | Natal Lulu | Msc Int. Mgt & HR, UK |
| Human Resource Management | Natal Lulu | Msc Int. Mgt & HR, UK |
| Operations & Production Mgmt | Luwala Francies | MBA, CUMI, ITALY |
| Research Methods/Report Writing. | Sr. Kiden Janet | MED. CUEA |
| Project Planning & Management | Patricia Thomson | MAPP, Harvard Un |
| Theology I & II | O. Marshal (Fr)/Jakwot | PhD, Theol, PU. Anselmianum |
| Intermediate English V&VI | Jackson Waru | MA English & Literature, JUBA |
| **Fourth Year, EBA/FASS** | | |
| Business Policy & Strategy | Abalgak T. Madut | MBA, London |
| Managerial Accounting | B. Siraji | MBA, IUIU/Uganda |
| International Economics | Ochan Livingston | MBA, Hawai, USA |
| Regional & International Mktg | Luwala Francis | MBA, CUMI, ITALY |
| Development Economics | Abalgak T. Madut | MBA, London |
| Economy of South Sudan | A. T. Madut | MBA, London |
| Entrepren. & Small Bus. Mngmt | Luwala Francis | MBA, London |
| Directed Study/Spec Seminar | Madut/ | MBA London |
| Senior Res. Project/Thesis | Sr. Janet Kiden, | MED. CUEA; U/Rome |
| Bus. Ethics & Cath. Soc. Thought | M. Olal (Fr) | PhD, Theol, Lateran U/Rome |
| Interfaith Encounter & Rel Dial | M. Pagan (Fr) | PhD, Theol., Greg U/Rome |
| **Instructors: Department of Education** | | |
| **First Year, EDU/FASS** | | |
| Human Development Psychology | Gombe, Michael/Sr. Janet Kiden | MED., Makerere/ MED., CUEA |
| Human Character Formation and Learning | Ochan, Joseph/ Sr. Janet Kiden | PhD., KIU, Uganda/ MED., CUEA |
| History of Education | Ochan, Joseph | PhD., KIU, Uganda |
| Philosophy of Education | Sr. Janet Kiden | MED., CUEA |
| Mathematics | Loro Gore, Otwari, Ceazer, Gombe | PhD., Juba, BA Juba, MA Juba, MED Makerere |
| English | Jeoffery Koma, S. Anong, Jackson W. | MA. SA; BA CUEA, MA U-Juba |
|  |  |  |
| **Second Year, EDU/FASS** | | |
| Educational Ethics | Br. Titus | MED, Makerere |
| Methods of Instruction | Michael Gombe | MED, Makerere |
| Principles of Curriculum Development | Michael Gombe | MED, Makerere |
| Assessment and Evaluation in Education | Br. Titus | MED, Makerere |
| Research Methods | Ochan, Joseph/ Sr. Janet Kiden | PhD., KIU, Uganda/ MED., CUEA |
| Introduction to the Bible | M. Olal/ P. Jakwot | PhD Theol. Ansel/Rome; Honors, UZim/CUEA |
| The Pentateuch | M. Olal/ P. Jakwot | PhD Theol. Ansel/Rome; Honors, UZim/CUEA |
| **Third Year, Edu/FASS** | | |
| Subject Methods I, II | Michael Gombe | MED, Makerere |
| Comparative Education | Sr. Janet Kiden | MED., CUEA |
| Information Technology Applied to Education | Br. Titus | MED, Makerere |
| African Religion and Culture | Loes Linjinder | MA |
| Christianity in Africa | Ochan, Joseph | PhD., KIU, Uganda |
| Philosophy of Education | Sr. Janet Kiden | MED., CUEA |
| Prophetic Books | M. Olal/ P. Jakwot | PhD Theol. Ansel/Rome; Honors, UZim/CUEA |
| The gospels | M. Olal/ P. Jakwot | PhD Theol. Ansel/Rome; Honors, UZim/CUEA |
| **Fourth Year, Edu/FASS** | | |
| Educational management | Ochan, Joseph | PhD., KIU, Uganda |
| Educational Planning and Management | Br. Titus | MED, Makerere |
| Guidance and Counseling in Education | Br. Titus | MED, Makerere |
| Economics of Education | Ochan, Joseph | PhD., KIU, Uganda |
| Sociology of Education | Gombe, Michael/Sr. Janet Kiden | MED., Makerere/ MED., CUEA |
| Christian Living Today I, II | Ochan, Joseph | PhD., KIU, Uganda |
| World Religions | M. Olal/ P. Jakwot | PhD Theol. Ansel/Rome; Honors, UZim/CUEA |
| Principles of Curriculum Dvlpt | Michael Gombe | MED, Makerere |
| Instructional Methods | Michael Gombe | MED, Makerere |
| **FACULTY of AGRICULTURAL AND ENVIRONMENTAL SCIENCES (Wau)** | | |
| **Instructors: FAES, Wau** | | |
| **Introductory Year, FAES** | | |
| Study Skills and Logic | Solomon Ewot (Fr) | MA Dev St. UMU/Uganda |
| Language/Commun Skills | G. A. Zangada  B Griffin | MA Engl, SUST/Khartoum  BA Urbanianum/ Rome |
| Mathematics | Matteo Perotti | PhD Engin, U Milan |
| Computer Studies | B Griffin/  Macram Taban | BA Urbanianum/ Rome  BA CUofSS/CUEA |
| Accounting | Gabriel E.Unango Bag | MBA U- Ktm |
| Social Analysis and Social Ethics | Daniel Akau/S Ewot | MA Theol, JSTB, Berk/CA |
| **Second Year, FAES** | | |
| Biological Sciences | Aduol. A. Malwal  S. Wamala (Lab Asst) | BSc Engin/ U-Alexandria  BSc, Agric/ Makerere U |
| Chemistry | Hakim Julius | B Edu/ U-Bahr el Ghazal |
| Physics | S. N. Wilba | BSc Agric Engin, U-Juba |
| Mathematics I & II | S. N. Wilba | BSc Agric Engin. U-Juba |
| Economics I & II | M. Twebaze | BA Econ, Makerere |
| Philosophy I & II | Daniel Akau | MA Soc Ethics, JSTB, Berk/CA |
| Arabic I & II | J. D. Khamis | BA Engin. U-Alexandria |
| Intermediate English I & II | G. A. Zangada | MA Engl, SUST/ Khartoum |
| **Third Year, FAES** | | |
| Rural Sociology | W C Malith | MSc Soc & Econ., U-Khtm |
| Animal Science | Dr. Charles Wani and  Dr. Ambrose San | PhD Animal Sc., U-Khtm  PhD Animal Sc., U-Khtm |
| Soil Science I & II | Dr Pio Kowr Ding | PhD Agric., U-Khtm |
| Crop Science I & II | S. Wanjohi Wahome | MSc Agric Sci. U NBI |
| Hydrology / Water Management | A. A. Malwal | BSc Engin, U –Alexandria |
| Statistics and Probability | P Wani Bali | MSc Stat, U-Khtm |
| Stat Analysis in Agric & Econ | Y. A. Mebarahitu | MSc Hort. U-Asmara/Eritrea |
| Theology I & II | TBA | MA Theol, CUEA |
| **Fourth Year, FAES** | | |
| Environmental & Resource Econ | A. J. M. Matere | MSc Econ & Env Sci U-Khtm |
| International Economics | Dr. Peter Wyeth  Tadeo Egesa | Phd Agric Econ. U-Cal/Berkele  BA, Kampala Intern U/Kamp |
| Geography & Land Use and | A. J. Matere | MSc Econ & Env Sci U-Khtm |
| Geographical Information Systems | Dr. Pio Kowr Ding | PhD Agric, SudAcadSci/Khtm |
| Farm Management | R. S. Kazmiro | MSc Agric, UHawaii/Manoa |
| Business Law & Management | R. Munialo | BA Law, K Int U/Kampala |
| Accounting and Analysis | Gabriel E Unango | MBA U- Khtm |
| Adult Education & Extension | Solomon Ewot (Fr)  Dr.Peter Wyeth | M Dev St. Uganda Martyrs  PhD, UCal/Berkeley |
| Principles of Marketing | Tadeo Egesa | BA, Kampala Int Univ |
| Plant Breeding | Y A. Mebarahitu | MSc Hort. U-Asmara/Eritrea |
| Plant Pathology | Ph. Wani Marcello | Phd, Agr Sci. U-Gezira |
| Agricultural Mechanization | TBA | TBA |
| Horticulture and Crop Production | Y. A. Mebarahitu | MSc Hort. U-Asmara/Eritrea |
| Experimental Design | Y. A. Mebarahitu | MSc Hort. U-Asmara/Eritrea |
| Research Methods & Report Writing | Wanjohi, Pio Kowr, Peter Wyeth | MSc Agri U-NBI; PhD U-Khtm  PhD UCal/Berkeley |
| Catholic Social Thought I & II | Daniel Akau | MA Theol, JSTB/Berkeley |
| **Fifth Year, FAES** | | |
| Rural/Regional Dvlpt Policies in S. Sudan | Wurok/Okenny | MA, U-Khartoum |
| Finances and the Rural Economy | Trocaire |  |
| Agri-business Opportunities in S. Sudan | R.S. Kazmiro | MSc Agric, UHawaii/Manoa |
| Domestic, Regional, Intern Marketing | T. Egesa/P. Wyeth | BA, KIA; PhD |
| Project Planning & Management | Tadeo/Moses | BA, KIU |
| Directed Study/Special Seminar | Wanjohi/ Kowr/ Wyeth | MSc UNBI; PhD, |
| Senior Research Project/Thesis | Wanjohi/P Kowr/ P Wyeth/P Wani Marcello | MSc UNBI; PhD, SAS/Kht  PhD, UCal, PhD, U-Gezira |
| Soils and Nutrition Management | Wanjohi/P. Kowr | MSc UNBI; PhD |
| Soil Conservation and S. Ecosystems | Wanjohi/P. Kowr | MSc UNBI; PhD |
| Business Ethics and Catholic S. T. | TBA |  |
| Interfaith Encounter & Relig Dial | TBA |  |
| **SPECIAL INSTITUTES** | | |
| IFAD - Director | Prof P L. Bureng | PhD Food Tech, Reading Univ |
| ICAST - Director | Mathew Pagan (Fr) | PhD. Theol., Greg U/Rome |
| IARCO – Director FASS  Director FAES | Ms Patricia Thomson | MPP, Harvard Univ  PhD Agr Sciences, U Gezira |

**Quotes about Peace**

**Make Me an Instrument of Your Peace**

Lord, make me an instrument of Your peace.

Where there is hatred, let me sow love;

Where there is injury, pardon;

Where there is doubt, faith;

Where there is despair, hope;

Where there is darkness, light;

Where there is sadness, joy.  
O, Divine Master,

Grant that I may not so much seek to be consoled as to console;

To be understood as to understand;

To be loved as to love;

For it is in giving that we receive;

It is in pardoning that we are pardoned;

It is in dying that we are born again to eternal life.

***Saint Francis Prayer***