



# The American University of Afghanistan

## 2009-2010 Catalog

The American University of Afghanistan  
Darulaman Road  
Kabul, Afghanistan  
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### Policy Information Effective August 2009

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# ACADEMIC CALENDAR 2009-10

## August 2009

S	M	T	W	T	F	S	
						1	18- Ramadan Holiday
							19- Afghan Independence day
2	3	4	5	6	7	8	20-22- Elections. Univ. closed
9	10	11	12	13	14	15	23- 27 Fall registration
16	17	18	19	20	21	22	23-27 Orientation
23	24	25	26	27	28	29	30- Fall Classes begin
30	31						30- Beginning of Drop/Add, late registration

## September 2009

S	M	T	W	T	F	S	
			1	2	3	4	5
							3- End of Drop/Add, late reg.
6	7	8	9	10	11	12	7 - Labor Day (observed 6 <sup>th</sup> )
13	14	15	16	17	18	19	19- 22 Eid-ul-Fitr
20	21	22	23	24	25	26	
27	28	29	30				

## October 2009

S	M	T	W	T	F	S	
					1	2	3
							18- Last day to withdraw from classes with a "W" grade.
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

## November 2009

S	M	T	W	T	F	S	
							2-22 University Closed due to H1N1
1	2	3	4	5	6	7	23-24 Fall Classes resume
8	9	10	11	12	13	14	25-26 Arafat
15	16	17	18	19	20	21	26 - Thanksgiving Day
22	23	24	25	26	27	28	27-29 Eid-ul-Qurban
29	30						

## December 2009

S	M	T	W	T	F	S	
			1	2	3	4	5
							1- 14 Registration for Spring
							18- Winter Break Commences
6	7	8	9	10	11		24- Christmas Day
13	14	15	16	17	18	19	27- Ashura
20	21	22	23	24	25	26	31- New Year's Holiday observed
27	28	29	30	31			

## January 2010

S	M	T	W	T	F	S	
						1	2
							24- Fall Classes Resume
3	4	5	6	7	8	9	27 Jan to Feb 4 Registration
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

## February 2010

S	M	T	W	T	F	S	
							4-Fall Classes End
	1	2	3	4	5	6	7-10 Exam Week
7	8	9	10	11	12	13	11- Grades due by 12 P.M
14	15	16	17	18	19	20	14- Spring Classes begin
21	22	23	24	25	26	27	14-21 Drop Add period
28							26- Prophet Mohammed's Birthday (Observed 25 <sup>th</sup> )

## March 2010

S	M	T	W	T	F	S	
							19-27 Spring Break
	1	2	3	4	5	6	21- Nav Roz
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

## April 2010

S	M	T	W	T	F	S	
					1	2	3
							11- Last day to withdraw from Spring classes with "W" grade.
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

## May 2010

S	M	T	W	T	F	S	
							22, 23 or 31 possible graduation dates
						1	25-30 Final Exams
2	3	4	5	6	7	8	31- Grades due by 12 P.M
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

## June 2010

S	M	T	W	T	F	S	
			1	2	3	4	5
							1- Faculty depart for summer break
							1-3 Registration for summer
6	7	8	9	10	11	12	6- Summer classes begin
13	14	15	16	17	18	19	22- Last Day to withdraw with a 'W'
20	21	22	23	24	25	26	
27	28	29	30				

## July 2010

S	M	T	W	T	F	S	
						1	2
							8- Summer Classes end
						3	10- Faculty depart for break
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

This calendar is subject to revision.

## **PRESIDENT'S MESSAGE**

The American University of Afghanistan is dedicated to providing a world-class higher education that will prepare students from Afghanistan and the region to be tomorrow's leaders.

AUAF students are taught by an outstanding faculty who hold masters' and doctoral degrees from some of the world's finest universities. Students study in state-of-the-art classrooms, including computer labs and video-conferencing facilities that rival those in the United States and Europe. They have access to an excellent library with the best electronic data sources. They participate in a variety of student activities that provide not just recreation, but also leadership opportunities through the Student Government Association, the Model UN, and other student organizations. They receive the best in an American style and quality of education, and they do this in Afghanistan at a fraction of the cost of studying abroad.

At AUAF, students learn more than just the knowledge and skills to be successful; they also develop the character, integrity, mutual respect, critical insight, and state of mind needed to be successful stewards of their family's and their country's future. They will graduate with the pride and recognition that comes from having successfully completed the most rigorous and fulfilling university education available in the region.

As the only private, not-for-profit, independent university chartered in Afghanistan, the university accepts students without regard to gender, politics, religious beliefs, or family wealth or connections. It encourages tolerance, hard work, intellectual rigor, and freedom of expression

As President, I welcome you to this extraordinary community of learners and to a remarkable opportunity to make a difference in your life and the lives of others.

C. Michael Smith, PhD  
President

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## **AUAF MISSION**

The American University of Afghanistan is dedicated to providing world class higher education for the development of Afghanistan and the region.

## **AUAF VISION**

The American University of Afghanistan will rank among the outstanding American international universities, serving as a model for private not-for-profit higher education in the country and the region. The University will be known for academic and professional programs that build on liberal studies and provide enlightened instruction in key areas that serve the development of the country and promote the aspirations of its students.

AUAF will operate from a spacious, attractive campus that is equipped with excellent, up-to-date facilities and technical capacity. The university will employ a diverse, highly educated international faculty to attract and instruct the finest male and female students in the country in a thriving environment of social and scientific inquiry.

Graduates will be able to think critically, meet the challenges of a rapidly changing world, be competitive with graduates of other universities globally , achieve technical and electronic expertise, develop new enterprises and employment opportunities, and assume leadership positions in business, education, social services, government, law, international relations, and other sectors. Together, the University and its constituents will contribute to the progress and prosperity of the country and the region.

## **AUAF VALUES**

AUAF is committed to rigorous transparency in all of its areas as it advances academic freedom and unfettered pursuit of knowledge. It respects the principles of equality and fairness without regard to gender, ethnicity, religion, or kinship and will conduct itself accordingly. It esteems original scholarship, academic honesty, meritorious instruction, and public service in its faculty, staff and students. AUAF embraces diversity and community, understanding that personal responsibility and ethical behavior enhance the collective achievements of students and other constituents of the University. It believes that the University's responsibility reaches beyond the campus and the timely graduation of students to embrace the future employment and educational success of the University's alumni. The University is committed to playing an active role in the extension of educational services to the people, agencies, businesses, and organizations of Afghanistan.

## **A BRIEF HISTORY OF THE UNIVERSITY**

The idea to establish the American University of Afghanistan emerged in 2002, based on the success of other American Universities around the world. In just five years, the American University of Afghanistan has progressed from idea to reality. Today, the University is Afghanistan's only not-for-profit, private and independent university. It is non-political and non-sectarian, and it is committed to producing future generations of leaders in business, society and government.

### **Important Milestones:**

#### **2009**

After an extensive search, in August 2009 the Board of Trustees appointed Dr. C. Michael Smith as the new President. The University has extended its undergraduate educational offerings to include both Bachelor of Arts degrees and Associate of Arts degrees. Through a \$5 million grant from USAID, the University was able to acquire technology for e-learning so that students may benefit from collaboration with other universities within the region and as far away as the United States. The Friends of the American University of Afghanistan with offices in Washington became the chief development arm of the University and received 501(c)(3) status with Internal Revenue Service.

#### **2008**

In June 2008, United States First Lady Laura Bush announced \$40 million (USD) in funding over five years. Later that year, Dr. Athanasios Moulakis was named Acting President. By the end of the year, enrollment in the Undergraduate and Foundation Studies programs had reached almost 350 students.

#### **2007**

Chief Academic and Chief Finance and Administration Officers were named and a new Vision and Mission statement and first-ever business and academic plans were adopted to make the American University of Afghanistan fully operational. The University also launched a global fundraising appeal.

#### **2006**

The University's first students entered in March to improve their English-language and study skills in foundation classes. In September the first credit-bearing undergraduate courses, adult professional courses and adult professional level programs were offered. After an international search, in December Dr. Thomas Stauffer was named the University's first President and Chief Executive Officer.

#### **2005**

In March, United States First Lady, Laura Bush, visited the University site and announced a substantial grant from the United States Agency for International

Development (USAID) to launch the institution. Two buildings, heavily damaged in clashes between Afghan and Soviet forces in the 1980s and the factional war that followed, were repaired for office and classroom use on a 5-acre interim campus. While first staff members were recruited, the Asia Foundation was named fiduciary agent by USAID.

#### **2004**

A charter was granted on July 26 by the Afghan Ministry of Higher Education under Article 46, Chapter 2 of the new Afghan Constitution and Article 455 of the Civil Code, to establish a private university. A feasibility study was initiated by the Coordinating Council of International Universities, based in the United States, to recommend an institutional framework.

In December, the inaugural meeting of the Board of Trustees convened in Dubai, where Dr. Sharif Fayez, Afghanistan's former Minister of Higher Education, was elected President Pro Tempore, serving until April 2007 when he was named "Founder" by the new President and took on duties including liaison with the Afghan government.

#### **2003**

In an address before UNESCO, United States First Lady Laura Bush announced support for educational initiatives in Afghanistan, and United States Ambassador Zalmay Khalizad gave his strong support for establishing the American University of Afghanistan.

The Afghanistan High Commission for Private Investment offered leases at nominal expense on two parcels of land until 2103, totaling 48 acres, on the southwest edge of Kabul near the former Royal Palace to develop a private university. Also, the American University of Afghanistan Foundation was chartered in the State of Delaware (United States) under leadership of Dr. Jacob van Lutsenburg Maas, who later became Foundation president, as a non-profit philanthropic organization to receive these leases. (In 2007, the Foundation became a tax-exempt 501(c)3 organization).

#### **2002**

Dr. Sharif Fayez, Afghan Minister of Higher Education, and other Afghan leaders proposed establishment of the nation's first-ever independent university, and President Hamid Karzai stressed the importance of education in a nation-wide speech.

## **BOARD OF TRUSTEES**

### **Chair:**

Dr. Akram Fazel, Senior Vice President, FKH Group

### **First Vice Chair:**

Mr. Ehsan Bayat, President and CEO, Telephone Systems International, and President, Afghan Wireless Communication Company

### **Second Vice Chair:**

Mr. Fredric Berger, P.E., Chairman, The Louis Berger Group, Inc.

### **Secretary:**

Dr. Hiromi Lorraine Sakata, Professor Emerita, University of California, Los Angeles

### **Treasurer:**

Ms. Debra L. Zumwalt, General Counsel and Vice President, Stanford University.

### **Other Members:**

Mr. Masud Akbar, Vice President and Financial Consultant, Royal Bank of Canada

Mr. Mirwais Abdul Azizi, President, Azizi Hotak Group

Dr. Cheryl Benard, Director, Initiative for Middle Eastern Youth, RAND Corporation

Ms. Esther Coopersmith, former U.S. Ambassador to the UN and UNESCO

Mr. Noorullah Delawari, Former Governor, Da Afghanistan (Central) Bank, and Minister, Advisor to the President of Afghanistan

Dr. Paula Dobriansky, International Affairs and Trade Advisor, Baker Baker & Hostetler, LLP

Mrs. Caroline H. Firestone, Member, U.S.-Afghan Women's Council

Mr. Hassan Ghulam Gran, Secretary General, Wolesi Jirga National Assembly of Afghanistan

Dr. A. Reza Hashmand, Coordinator for General Education, City University of Hong Kong

Dr. Zalmay Khalilzad, Permanent Representative to the UN and Chairman and CEO of Khalilzad Associates, LLC.

Dr. Marjorie Peace Lenn, President, Center for Quality Assurance in International Education

Mrs. Shamim Jawad, President, Ayenda Foundation, U.S.-Afghan Women's Council

Dr. Jacob van Lutsenburg Maas, President, American University of Afghanistan Foundation

Mr. Farid Maqsudi, President, ARC Companies, LLC

Dr. M. Ishaq Nadiri, Senior Economic Advisor to President Hamid Karzai and Jay Gould Professor of Economics, New York University

Mr. Kevin F. Quigley, President, National Peace Corps Association

Mr. David B. Rivkin, Jr., Partner, Baker & Hostetler, LLP

Ms. Leslie M. Schweitzer, Senior Trade Advisor, U.S. Chamber of Commerce

Dr. Nazif Shahrani, Chairman, Near Eastern Languages and Cultures, and Professor of Anthropology, Indiana University

Dr. C. Michael Smith, President, American University of Afghanistan – ex officio

## **ADMISSION**

The American University of Afghanistan admits students usually in the fall and spring semesters. The fall semester begins in August and the spring semester begins in the last week of January or the first week of February. Depending on what courses are offered in the summer semester, the University may admit new students in the summer semester.

### **ENGLISH PROFICIENCY AND FOUNDATION STUDIES**

The English Proficiency Test (EPT) is administered by the University at regular intervals throughout the year. All applicants for admission are encouraged to register for the EPT at their earliest convenience. For more information on the English Proficiency Test, fees, and dates, please check with the admissions office.

The EPT enables the University to place applicants in a course of studies most suited to their level of English proficiency. The EPT assesses aptitude in the areas of listening comprehension, grammar, vocabulary, and reading comprehension. At present, eligibility for the Test of English as a Foreign Language (TOEFL) is determined by the applicant's EPT score. If an applicant achieves a combined score of 500 on the TOEFL, the applicant is eligible for undergraduate admission.

Depending on the results of the Michigan test selected applicants are invited to apply for admission to the Foundation Studies Program. Applications for the Foundation Studies Program must be received by the date published by the Office of Admissions, usually one week prior to the commencement of classes. The Foundation Studies Program is conducted only during the fall and spring semesters. The Foundation Studies Program is designed to help students to achieve a TOEFL score of 500 that is required for admission to the Undergraduate Program and to gain other skills needed to be successful in their undergraduate studies.

### **ADMISSION TO THE UNDERGRADUATE DEGREE PROGRAMS**

Applicants to the Undergraduate (UG) Program, for either the Associate of Arts (A.A.) or Bachelor of Arts (B.A.) degree, must demonstrate proficiency in the English language. Prospective UG students should consider attending the Foundation Studies Program, which will prepare them for university-level courses taught in English. Those who choose not to enroll in FSP are encouraged to register for the TOEFL several months prior to the semester in which they seek admission. All students must achieve the required TOEFL or IELTS score before being admitted to the Undergraduate Program. Applications for undergraduate admission must be received by the Admissions Office on or before the published deadlines. Late and/or incomplete applications will not be processed.

**Admission Process:**

The Office of Admissions reviews each applicant's qualifications based on a variety of criteria. All the information an applicant provides in the admission application is evaluated along with the applicant's past academic record and proficiency in English.

**English Proficiency:**

Applicants must have a minimum score of 500/61 on the TOEFL or 5.0 on each subset of the IELTS examination. Applicants with diplomas from U.S. high schools may be admitted on the basis of SAT 1 (verbal reasoning) scores of 500 or ACT scores of 20. Those who score below this minimum should enter the Foundation Studies Program or a similar academic preparation program prior to seeking admission

**Required Documents:**

In order to be considered for admission to the Undergraduate Program, applicants must submit the following documents to the Admissions Office:

- Completed application form
- Original high school transcript
- Original high school diploma
- Original national ID (Tazkira or passport)
- Original official score report for either TOEFL or IELTS

All documents that are presented must be original. Admissions staff will verify these documents, make copies, and return the originals to the applicant.

If the applicant qualifies for admission, he/she will be notified of this decision by the Admissions Office. In order to matriculate, the applicant must accept the offer of admission, in writing, and pay a 25,000 AFN non-refundable deposit. This deposit will count toward the student's course fees for the semester. Prospective students and applicants should verify payment deadlines with the Admissions Office.

Once admitted to the Undergraduate Program, each student will be tested on English writing, mathematics, and computer literacy. He/she will be placed into classes appropriate for his/her proficiency in these fields. Some students may be required to take one or more non-credit remedial courses.

## TUITION, FEES AND FINANCIAL ASSISTANCE

The American University of Afghanistan is a not-for-profit private university funded mainly through a grant made by the United States Agency for International Development (USAID) along with contributions from private donors and foundations. It is expected that students shall bear the cost of their education. However, a financial assistance program and a work study program are in place for students who require financial support. The University's resources for such financial assistance are limited and vary for each semester for the Foundation Studies Program and each year for the Undergraduate program.

### **TUITION AND FEES**

Tuition and fees cover the cost of the tests/courses only and are payable to the Student Finance Office. The student is responsible for all other costs associated with attending the American University of Afghanistan, including notebooks, stationary, transportation, and living expenses.

Unless prior arrangements have been made, all deposits and course fees must be paid before the start of classes. All deposits, payments and fees are payable only in Afghanis (AFS). Fees for testing, undergraduate and foundation studies programs are assessed as follows:

#### Testing

English Proficiency Test 1,000 AFS

Institutional TOEFL 2,500 AFS

#### Foundations Studies Program

English for Non Traditional Students : 75,000 AFS per semester

Book fees: 6,00 AFS per course.

University Preparatory Program: 125,000 AFS per semester

Book fees: 1,000 AFS

#### Undergraduate Program

Tuition per credit hour 8,330 AFS

Full-time students 12-15 credit hours ( 99,960 – 124,950 AFS)

Part-time students 3-11 credit hours ( 24,990- 91,630 AFS)

Student Fees including book fees: 600 AFS per course

Note: Foreign nationals pay at a higher rate. Please contact the office of student finance for more information.



## **Tuition Deposit**

Once accepted into the Undergraduate Program or the Foundations Studies Program, students are required to pay a non-refundable deposit of 25,000 AFS prior to registering for classes at AUAF. This deposit is applied towards the student's tuition fee. If a student decides not to attend classes after paying the deposit the student must forfeit the amount unless a refund is requested through a proper petition and approved by the Chief Academic Officer.

## **Method of Payment**

All students are billed in Afghanis unless prior arrangements have been made for payment in US dollars. Students are expected to either pay the full amount of tuition at the beginning of the semester or to make arrangements to enroll in a 4 month installment payment plan with the Student Finance office. Once enrolled in the monthly installment plan, students must make sure that they pay their installments on time so as to not incur additional late fines.

All payments are made at the Office of Student Finance.

## **FINANCIAL ASSISTANCE**

### **Eligibility for Financial Assistance**

Current students as well as applicants who meet all requirements for admission are eligible to be considered for financial assistance. Students enrolled in the Foundation Studies Program may also receive financial assistance under certain conditions. To receive financial assistance in any one term, students must register for a minimum of 9 credit hours in the fall and spring semesters and 6 credit hours in the Summer semester. Full-time students who drop to part-time status lose financial assistance and will be required to pay the difference. Private scholarships may have additional stipulations.

Financial assistance applications are made to the Student Finance Office. AUAF does not award full tuition-fee waivers. A portion of the expense of the education must be paid by the student.

For new students, awards are made on the basis of:

- Merit Scholarships determined for first term students by TOEFL/IELTS or SAT scores, along with past academic performance as shown by high school grade point average and/or class standing (last three years), by FSP scores, and by letters of recommendation.
- Need based financial assistance as demonstrated by evidence showing the inability of the student to meet educational expenses.

Students must demonstrate continued financial need. Students who fail to remain in good academic standing may lose their financial assistance. Renewed financial assistance requires a minimum 2.0 GPA. The level of financial assistance is keyed to academic performance.

## **Scholarships**

The University offers a limited number of merit based scholarships to students in both the Undergraduate and Foundation Studies programs.

### Scholarships for students with the highest TOEFL Score

Awarded to one female and one male student with the highest TOEFL score. These scholarships are available to all applicants to the Undergraduate Program. Recipients are entitled to a fee waiver from one undergraduate course. Two scholarships are available each semester.

### Sunshine Lady Foundation Scholarship

These scholarships are available to 9 female applicants to the Undergraduate Program.

### Maqsudi Annual Scholarship

These scholarships are available to a total of 12 applicants (5 at a time) to the Undergraduate Program.

### President's Award Scholarship

These scholarships are based on merit and are awarded to outstanding students who have demonstrated excellence in their prior school performance and on test scores.

## **REFUND POLICY**

If, for any reason, students drop or withdraw from undergraduate or Foundations Studies classes within the first three weeks of classes they are eligible to a fee refund based on the scale below:

- Withdrawal before the end of drop/add week: 100% excluding \$500 deposit
- Withdrawal during the second week of the semester: 75% minus deposit
- Withdrawal during the third week of the semester: 50% minus deposit
- No refund after the third week of the semester is over.

Note: Since most students do not pay all the fees upfront, the refund applies to the total amount owed to the University and not the amount actually paid. For example, a student is billed \$2000 for 12 credits in the semester, and withdraws from all courses in the first week. The student may receive a 100% refund excluding

the \$500 deposit, i.e, technically the student receives a \$1500 refund. But if the student at this stage has only paid \$500 (which is commonly the case), he or she receives no refund. If the student drops 6 credits and maintains 6 credits by the end of the first week, and if he or she has paid \$2000 upfront, he or she will receive \$1000 as a refund.

## **ACADEMIC PROGRAMS**

To achieve the goals of the undergraduate degree program, the University has also established a Foundation Studies Program to prepare students for rigors of undergraduate studies. Students are encouraged to enroll in the Foundation Studies Program prior to enrolling in the undergraduate program although it is not compulsory to do so provided they meet admissions requirements.

### **FOUNDATION STUDIES PROGRAM**

The Foundation Studies Program (FSP) prepares students who are seeking to enter an undergraduate program with the necessary language skills and learning strategies to pass the TOEFL or IELTS and to succeed in an American style academic environment. All English language instructors within the FSP are professionally trained language instructors with graduate degrees or other certificates in Teaching English to Speakers of Other Languages (TESOL), Linguistics, Intercultural Studies or Education. The FSP is offered in both a daytime program and also in the evenings.

### **UNDERGRADUATE PROGRAMS**

Students have the option to pursue an Associate of Arts (A.A.) degree and/or a Bachelor of Arts (B.A.) degree. All previously offered degree programs are still available to students who are already enrolled in them.

#### **Associate of Arts Degree**

The Associate of Arts degree requires sixty-two credit hours of undergraduate coursework and takes approximately two years for a full time student to complete. The Associate of Arts degree is viewed as a half way point towards earning a Bachelor of Arts degree. The Associate of Arts degree also serves as an alternative for students who are elect to not finish their B.A. at AUAF for any reason.

#### **Bachelor of Arts Degree**

The Bachelor of Arts requires a minimum of one hundred and twenty credit hours and takes approximately four years for a full time student to complete. Students completing the BA degree will receive a broad education in the liberal arts and sciences and, while working towards a Bachelor of Arts degree, will have the option of focusing their studies in one of the following areas of concentration:

- Business
- Information Technology and Computer Science
- Social Science

## GENERAL EDUCATION

All students enrolled in an Undergraduate degree program (A.A. or B.A.) at the American University of Afghanistan are required to complete the University's General Education Requirements prior to taking coursework in their selected area of concentration. While completing the General Education coursework students will explore the foundations of a diversity of academic disciplines thereby gaining a broad framework of knowledge. This will help students to discover their own intellectual interests and abilities which can only inspire them to grow and excel in the concentration of their choosing. Students are encouraged to engage with professors in all disciplines, especially during their first two years at University. Students are required to declare their area of concentration by the end of their sophomore year.

### **Description of General Education Content Areas**

#### AFGHANISTAN STUDIES (GE-A)

Courses in Afghanistan studies provide instruction on histories, cultures and geographies of Afghanistan, enabling students to recognize both the common and unique among its people and places. Students choose a course that may focus analysis on cultural, social, economic, political systems, their interrelationships, or how they affect and are affected by geophysical processes. Students learn to communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the discipline studied.

#### COMPOSITION (GE-C)

Composition courses provide instruction in the methods and conventions of standard written English (i.e., grammar, punctuation, vocabulary) and the techniques that produce effective texts. Composition courses are writing-intensive, require multiple drafts submitted to your instructor for feedback before final submission.

#### HUMANITIES (GE-H)

Humanities courses provide instruction in the key themes, ideas and terms of humanities disciplines. Students can choose courses from the various disciplines, learning the history, and underlying theory and/or methodologies used in those they choose. Each course enables students to recognize and to analyze the key elements, biases and influences that shape thought and practice. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

## INFORMATION TECHNOLOGY AND COMPUTER SCIENCE (GE-IT)

The information technology and computer science courses concentrate on basic theoretical concepts and practical application of information and/or computer systems. These courses provide instruction in techniques, skills and tools necessary to identify, analyze, interpret and solve problems related to Information Technology and Computer Science (ITCS). Students will learn to effectively communicate knowledge of these systems and technical information.

## INTERNATIONAL (GE-I)

Courses in international studies provide instruction in the norms, values and attitudes that constitute societies and cultures outside of Afghanistan. These courses lead to understandings of how geographic location, development level and geopolitical influences affect those societies and cultures. By analyzing and evaluating norms, values and attitudes held by people in other places and regions, students will develop a cross-cultural understanding of the rest of the world.

## MATHEMATICS (GE-M)

Courses in mathematics provide instruction in computational strategies in at least one of the following: solving equations and inequalities, statistics, algebra, trigonometry and applying these concepts to solving problems. These courses include reasoning in abstract mathematical systems, formulating mathematical models and arguments, using mathematical models to solve problems and applying mathematical concepts to real-world conditions.

## PHYSICAL SCIENCE (GE-P)

The physical and biological sciences provide instruction in the basic concepts, theories and terms of science and the scientific method. Courses focus on major scientific developments and their impacts on society and the environment. Students will develop empirically-testable hypotheses derived from the study of physical processes and human and non-human beings and will apply logical reasoning skills through scientific criticism and argument.

## SOCIAL AND BEHAVIORAL SCIENCE (GE-S)

The social and behavioral sciences provide instruction in the key themes, ideas and terms of social and behavioral science disciplines. Students can choose courses from the various disciplines, learning the history, and underlying theory and/or methodologies used in those they chose. They will learn to identify, describe and explain social institutions, structures and processes. These courses emphasize the

effective application of accepted problem-solving techniques as well as the evaluation of opinions and outcomes.

### UNIVERSITY SUCCESS (GE-U)

All students are required to take UNV 101 in their first semester at AUAF. This course is an introduction to American college life and will equip students with basic skills necessary for success in their academic careers.

### WRITING REQUIREMENT (GE-W)

The Writing requirement is satisfied by attaining a grade of C or better in 4 courses that have substantial writing assignments. ENG 110 and 115 do not satisfy this requirement.

### **General Education Requirements**

All undergraduate students are required to complete AUAF's general education requirements to graduate. General Education requires minimum 59 credits of courses in the following areas:

- 3 credits of Afghanistan Studies (A)
- 9 credits of Composition (C)
- 9 credits of Humanities (H)
- 3 credits of Information Technology and Computer Science (IT)
- 6 credits of International (I)
- 6 credits of Mathematics (M)
- 11 credits of Physical Science (P)
- 9 credits of Social and Behavioral Sciences (S)
- 3 credits of University Success (U)
- 4 courses that have substantial writing assignments (W)

#### **Note:**

- First- and second year students generally take introductory (100/200-level) classes.
- A grade of C or better is required to earn Gen Ed credit in ENG 110 and ENG 115.
- Gen Ed courses cannot be taken P-F (Pass-Fail).
- Certain classes are approved to count for multiple Gen Ed categories; for example, the same class may count as "I" or "S", however the course may count only towards one category.
- Please refer to the AUAF General Education Worksheet for detailed information on courses that meet the requirements listed above.

## **Student Learning Outcomes: Contents and Skills**

### AFGHANISTAN STUDIES (GE-A)

#### Content:

- Know histories, cultures and geographies of Afghanistan and understand how these both unify and give rise to differences among its people.
- Know the roles of development level and geopolitical influences on the lives of people in Afghanistan.
- Understand the literary, fine and performing arts of Afghanistan.

#### Critical Thinking:

- Analyze and evaluate social, economic and political systems of Afghanistan, their interrelationships and how they affect and are affected by geophysical processes.
- Identify and analyze key elements and influences on the art of Afghanistan from different perspectives.

#### Communication:

- Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to disciplines studied.

### COMPOSITION (GE-C)

#### Content:

- Demonstrate forms of effective writing (research papers, arguments, creative fiction, poetry, personal essay, etc).
- Learn different writing styles, approaches and forms.

#### Critical Thinking:

- Organize complex arguments in writing, using thesis statements, claims and evidence.
- Employ logic in arguments, narrative and creative expression and analyze your writing and the writing of others for errors.

#### Communication:

- Write clearly, concisely and consistently with the conventions of standard written English.
- Use thesis sentences, claims, evidence, logic in arguments and aesthetic conventions.



## HUMANITIES (GE-H)

### Content:

- Know the history, underlying theory and methodologies used within the disciplines studied.

### Critical Thinking:

- Identify and analyze key points, prejudices and influences that shape thought within disciplines.
- Understand issues and problems within disciplines from various perspectives.

### Communication:

- Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to disciplines studied.

## INFORMATION TECHNOLOGY AND COMPUTER SCIENCE (GE-IT)

### Content:

- Know important theoretical concepts and gain practical experience in the operation of information technology and computer systems

### Critical Thinking:

- Identify, analyze and apply techniques, skills and tools necessary to formulate and solve ITCS problems.
- Use mathematical models to understand and solve ITCS problems.

### Communication:

- Effectively Communicate technical data and design information both in writing and in speech.

## INTERNATIONAL (GE-I)

### Content:

- Know the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than Afghanistan.
- Know the roles of geographic location, development level and geopolitical influences on the lives of people in other places.

### Critical Thinking:

- Analyze and evaluate your cultural norms and values in relation to those held by people in other places.

Communication:

- Write clearly and effectively, and discuss with critical reflection and intellectual rigor historical and contemporary conditions in other parts of the world.

### MATHEMATICS (GE-M)

Content:

- Employ computational strategies in fundamental mathematics, including at least one of the following: solving equations and inequalities, logic, statistics, algebra and trigonometry.

Critical Thinking:

- Think through abstract mathematical systems and use mathematical models to solve problems.
- Apply mathematical concepts effectively to real-world situations.

Communication:

- Formulate mathematical models and arguments.
- Communicate mathematical solutions clearly and effectively using oral, written and/or graphic forms.

### PHYSICAL SCIENCES (GE-P)

Content:

- Know the basic concepts, theories and terminology of the physical sciences and understand the scientific methods used in the various disciplines.
- Know the major scientific developments within disciplines studied and their impacts on society and environment.
- Know significant processes that govern physical systems within disciplines studied.

Critical Thinking:

- Formulate empirically-testable hypotheses derived from the study of physical processes and living things.
- Apply logical reasoning skills through scientific criticism and argument.
- Apply techniques of discovery and critical thinking to solve experiments and to evaluate outcomes.

Communication:

- Communicate scientific findings clearly and effectively using oral, written and/or graphic forms.
- Write effectively using several types of writing, such as research papers and laboratory reports.

## SOCIAL AND BEHAVIORAL SCIENCES (GE-S)

### Content:

- Know key themes, principles and terminology within various disciplines.
- Know the history, theory and/or methodologies used within disciplines.
- Identify, describe and explain social institutions, structures and processes as understood in various disciplines.

### Critical Thinking:

- Apply formal and informal qualitative and/or quantitative analysis to examine the processes and means by which individuals make personal and group decisions.
- Assess and analyze ethical perspectives in individual and societal decisions.

### Communication:

- Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate in multiple disciplines.

## UNIVERSITY SUCCESS (GE-U)

### Content:

- Understand what a liberal arts and sciences education is and how an American university functions.
- Understand the role of students within a university community.
- Identify and acquire important skills needed for success in an American academic environment.

### Critical Thinking:

- Learn to devise effective strategies for completing individual and group class papers and projects successfully.
- Learn to set goals that are achievable within a given environment and time constraint

### Communication:

- Communicate knowledge clearly and effectively through a variety of means- papers, journals, portfolios, presentations etc.

## WRITING REQUIREMENT (GE-W)

- The Writing requirement is satisfied by attaining a grade of C or better in 4 courses that have substantial writing assignments. ENG 110 and 115 do not satisfy this requirement.

## **UNDERGRADUATE DEGREE PROGRAMS**

### **ASSOCIATE OF ARTS DEGREE**

#### **Degree Structure**

Students must complete 62 credits of course work to meet the University's General Education requirement with a minimum cumulative GPA of 2.0. Students must attain a minimum C grade for a number of courses.

- 3 credits of Afghanistan Studies (A)
- 9 credits of Composition (C)
- 9 credits of Humanities (H)
- 3 credits of Information Technology and Computer Science (IT)
- 6 credits of International (I)
- 6 credits of Mathematics (M)
- 11 credits of Physical Science (P)
- 9 credits of Social and Behavioral Sciences (S)
- 3 credits of University Success (U)

In addition to the 59 credit hours of General Education coursework above, students must complete:

- 3 credits of coursework at the 300 level

#### **Graduation Requirements**

In order to graduate with an Associate of Arts degree the student must not only complete the above stated course requirements, but also:

- Be in good standing
- Pay all financial dues
- Apply to graduate
- Submit the completed exit or degree completion questionnaire to the Registrar's Office

### **BACHELOR OF ARTS DEGREE**

#### **Degree Structure**

The BA degree requires students to complete a minimum 120 total credit hours of coursework, comprising:

- 59 credits General Education Courses including UNV 101 University Success
- 42 credits of coursework in the area of concentration

- 19 credits of approved Electives
- Students must have a minimum cumulative GPA of 2.0 in order to meet graduation requirements.

Detailed descriptions of all the concentrations can be found on the following pages. Please contact faculty members within each concentration area for more information, particularly in regard to the internship and the senior thesis.

### **Graduation Requirements**

In order to graduate with a Bachelor of Arts degree the student must not only complete the above stated course requirements, but also:

- Be in good standing
- Pay all financial dues
- Complete last 30 hours in residence at AUAF
- Apply to graduate
- Submit a bound hard copy of your senior thesis to the Registrar's office
- Submit the completed exit questionnaire to the Registrar's Office

### **OTHER DEGREE PROGRAMS**

The University is considering revising requirements for the Bachelor of Business Administration (BBA) program and the th Bachelor of Science (BSc) program in Computer Science. Plans are also being developed for other degree programs including the Bachelor of Arts (BA) in Political Science and International Relations. These programs are pending approval will be in effect in 2010.

## **CURRICULUM FOR A BACHELOR OF ARTS DEGREE WITH A CONCENTRATION IN BUSINESS**

### **Degree Description**

The Business concentration offers a comprehensive program of instruction leading to a Bachelor of Arts (BA) degree. Our curriculum provides a carefully planned balance between important theoretical concepts and practical experience.

### **Graduation Requirements**

The BA degree requires students to complete a minimum 120 total credit hours of coursework, with a minimum cumulative GPA of 2.0, comprising of:

- 59 credits of General Education courses including University Success
- 42 credits of coursework in Business
- 19 credits of approved electives

### **Concentration Mission Statement**

The Business Concentration at the American University of Afghanistan aims to fulfill the mission of the University through a directed program of study on the nature, function, and societal role of the business organization.

The Concentration emphasizes that administration is both an art and a science which draws from other disciplines in the liberal arts curriculum offered at the University. It helps prepare students to make sound decisions in a business world that is rapidly changing and yet which reflects the unique circumstances of Afghanistan's economy and society.

The Concentration seeks to prepare students for leadership positions in business, government, and NGO's while providing a foundation for lifelong education.

The objectives, curriculum, and teaching methodology of the Concentration are designed to:

- Provide students with an overview of the main sub-fields of business along with an opportunity to develop some in-depth knowledge of at least one sub-field;
- Provide an integrated curriculum where a balance is maintained between academic and experiential, theory and practice;

- Expose students to various learning methods including lecture, case analysis, simulation and internships utilizing state of the art technology;
- Develop students’ analytic skills needed for competent decision-making, including quantitative, qualitative & communication skills;
- Promote ethical behavior and decision making during and after students’ academic careers at the University.

### Learning Objectives

The following principles guided the development of learning objectives adopted for the Business Concentration. The learning objectives are designed to:

- Reflect the experiences our students could obtain either through their courses or their co-curricular activities;.
- Lend themselves to some degree of measurement, with consistent, reliable data to support this measurement available;
- Support any quality claims the University makes about the program OR highlight areas for possible improvement in curriculum and/or pedagogy.

Learning Objective	Possible Metrics
Students will conduct themselves and their businesses in a way that is informed by the central themes of the mission of the University. This includes an understanding of what it means to be a moral/ethical leader, and an ongoing commitment to the service of others.	Internship site supervisor feedback.  Standardized testing (e.g. Major Field Test offered by Educational Testing Service (ETS) - <a href="http://www.ets.org/mft">www.ets.org/mft</a> ).
Students will possess basic competencies necessary to operate and lead in an organizational environment. This includes the areas of group dynamics and operations, financial and quantitative applications and analysis, technology, and problem solving.	Internship site supervisor feedback.  Standardized testing (e.g. Major Field Test offered by Educational Testing Service (ETS)).
Students will develop an in-depth understanding of at least one of the core areas of business.	Internship site supervisor feedback.  Standardized testing (e.g. Major Field

	Test offered by Educational Testing Service (ETS).
Students will be able to effectively research, write, present and defend concepts and proposals related to business, administration and/or accounting issues;	<p>Internship site supervisor feedback.</p> <p>Standardized testing (e.g. Major Field Test offered by Educational Testing Service (ETS).</p>
Students will develop a sensitivity for how external factors, such as the global economy, international politics, social, technological, and ecological trends can impact a business' or NGO's plans and operations.	<p>Internship site supervisor feedback.</p> <p>Standardized testing (e.g. Major Field Test offered by Educational Testing Service (ETS).</p>

### Required Course Work:

a. Along with completing 56 credits of courses that satisfy the University's General Education requirement, the following lower level courses are required of Business Concentration students as approved general electives. Students are free to choose courses to complete the remaining 10 credit hours of electives.

- ENG 200 Business Communication (3)
- BUS/ECO 235 Microeconomics (3) or BUS/ECO 236 General Economics (3)
- STA 200 Introduction to Statistics (3)

b. Business Core: The business core is made up of 33 or 34 credits of coursework. Students in the Business Concentration will be expected to take all the following core courses:

- BUS 115 Introduction to Business (3)
- BUS 210 Principles of Management (3)
- BUS 215 Introduction to Finance (3)
- BUS 220 or BUS 305 Financial Accounting (3-4)
- BUS 230 or BUS 330 Principles of Marketing (3)
- BUS 315 Management Information Systems (3)
- BUS 320 Business Ethics (3)
- BUS 330 International Business
- BUS 480 Internship (3)
- BUS 490 Thesis (6)



c. Students are also required to complete a minimum of 9 credit hours at the 300 or 400 level in one of the following three areas of specialization:

- I. Marketing
- II. Finance and Accounting
- III. Management

Please note that the specific courses listed for each area of specialization are subject to change depending on the availability of faculty members qualified to teach these courses.

### I. MARKETING

Choose 3 courses from the following:

- BUS 335 International Marketing (3)
- BUS 430 Non-profit Marketing (3)
- BUS 450 Advertising and Sales Promotion (3)
- BUS 455 Advanced Topics in Marketing (3)

**OR**

### II. FINANCE AND ACCOUNTING

Choose 3 courses from the following:

- BUS 255 or BUS 340 Financial Markets (3)
- BUS 325 Business Finance (3)
- BUS 405 Managerial Accounting (4)
- BUS 350 Organizational Behavior (3)
- BUS 390 International Finance (3)
- BUS 425 Advanced Topics in Finance (3)
- BUS 445 Grant Writing (3)
- BUS 465 Advanced Topics in Accounting (3)

**OR**

### III. MANAGEMENT

Choose 3 courses from the following:

- BUS 360 Human Resource Management (4)
- BUS 420 Leadership (3)
- BUS 415 Business Policy and Strategic Management (3)
- BUS 460 Entrepreneurship (3)
- BUS 475 Advanced Topics in Management (3)

# **CURRICULUM FOR A BACHELOR OF ARTS DEGREE WITH A CONCENTRATION IN INFORMATION TECHNOLOGY AND COMPUTER SCIENCE**

## **Degree Description**

The Information Technology and Computer Science (ITCS) concentration offers a comprehensive program of instruction leading to a Bachelor of Arts (BA) degree. Our curriculum provides a carefully planned balance between important theoretical concepts and practical applications. Elective courses give our students the opportunity to learn more about the following areas:

- Computer Networking and Telecommunications
- Database Design and Administration
- Web Systems and E-business/E-Commerce
- Software Engineering

## **Degree Requirements**

The BA degree requires students to complete a minimum 120 total credit hours of coursework, with a minimum cumulative GPA of 2.0, comprising of:

- 59 credits General Education Courses including UNV 101 University Success
- 42 credits of coursework in Information Technology and Computer Science
- 19 credits of approved Electives

## **Concentration Mission Statement**

The concentration in ITCS aims to provide students practical and theoretical knowledge of:

- Modern software design, development, and implementation techniques;
- Modern communication and networking technologies;
- Information storage, retrieval, and management techniques;
- Mathematical and scientific approaches in ITCS.

## **Learning Objectives:**

1. Apply knowledge of mathematics and science to ITCS problems.
2. Design/Implement a software system, component or process, analyzing and interpreting the data.
3. Use the techniques, skills and tools necessary for ITCS practice.
4. Design a computing system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical constraints.

5. Identify, formulate and solve ITCS problems.
6. Identify the interdisciplinary skills and tools necessary for ITCS practice (management / Information Systems / HCI)
7. Communicate technical data and design information effectively in writing, in speech and in multidisciplinary teams to other ITCS professionals.

<b>Courses</b>	<b>Description</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>	<b>LO 6</b>	<b>LO 7</b>
MTH 120	Discrete Mathematics	X						
ITC 110	Introduction to Information Technology	X		X				
ITC 210	Computer Systems Hardware and Organization	X		X				
ITC 215	Programming I	X	X	X				
ITC 220	Fundamentals of Networking & Telecomm	X		X				
ITC 225	Programming II	X	X	X	X			
ITC 230	Database Concepts	X		X				
ITC 310	Data Structures	X	X	X				
<b>ELECTIVES</b>								
ITC 320	Advanced Networking & Telecomm	X			X	X	X	X
ITC 330	Advanced Database Concepts		X	X		X	X	X
ITC 340	Human-Computer Interaction				X	X	X	X
ITC 350	Open-Source Software			X			X	X
ITC 410	Web Systems and E-Business		X	X	X	X		X

ITC 420	Information Technology Management						X	X
ITC 430	Artificial Intelligence	X	X		X			X

### Course Requirements

- a. Students must take the following courses as a part of their General Education requirements or general electives:
  - ITC 101 Intro to Computers (3)
  - MTH 115 Discrete Mathematical Structures for IT (3)
  
- b. The following courses, constituting 36 credit hours, are required for all students pursuing a concentration in Information Technology and Computer Science:
  - ITC 110 Introduction to Information Technology (3)
  - ITC 210 Computer Systems Hardware and Organization (4)
  - ITC 215 Programming I (4)
  - ITC 225 Programming II (4)
  - ITC 220 Fundamentals of Networking & Telecomm (4)
  - ITC 230 Database Concepts (4)
  - ITC 310 Data Structures (4)
  - ITC Internship (3)
  - ITC Thesis (6)
  
- c. Students are further required to choose 6 credit hours (two classes) of course work from the following options:
  - ITC 320 Advanced Networking & Telecomm (3)
  - ITC 330 Advanced Database Concepts (3)
  - ITC 340 Human-Computer Interaction (3)
  - ITC 350 Open-Source Software (3)
  - ITC 410 Web Systems and eBusiness (3)
  - ITC 420 Information Technology Management (3)
  - ITC 430 Artificial Intelligence (3)
  - ITC 490 Special / Current Topics in ITCS (3)
  
- d. 19 credit hours of approved general electives are required to complete the degree. It is recommended that the student take at least one Statistics course, one Business Communications course along with an introductory course in Business. Students must structure general electives in a way that provides them with a knowledge base that can be utilized in writing a senior thesis.

# **CURRICULUM FOR A BACHELOR OF ARTS DEGREE WITH A CONCENTRATION IN SOCIAL SCIENCE**

## **Degree Description**

The Social Science Concentration at AUAF is an interdisciplinary program leading to a Bachelor of Arts degree (BA) in Social Science. The core requirements of the concentration provide students with knowledge of multiple social science disciplines as well as practical skills in social research methods. Advanced courses build on this foundational knowledge, through opportunities for students to analyze social issues and to demonstrate their insight and critical thinking.

## **Concentration Requirements**

The BA degree requires students to complete a minimum 120 total credit hours of coursework, with a minimum cumulative GPA of 2.0, comprising of:

- 59 credits General Education courses including UNV 101 University Success
- 42 credits of Social Science Concentration coursework:
- 19 credits of approved electives

## **Concentration Mission Statement**

Students who focus their studies in the Social Sciences will gain knowledge of a broad range of disciplinary perspectives that include anthropology, geography, legal studies, political science, and sociology. The concentration's interdisciplinary focus provides students with core social scientific knowledge and opportunities to apply what they learn to historic and contemporary issues in Afghanistan and elsewhere.

## **Learning Objectives**

After completing the requirements for the Social Science Concentration students will have the ability to:

- Understand and practice social scientific analysis by learning to assess relationships between assumptions, methods, evidence and theories.
- Discuss with critical reflection and intellectual rigor historical and contemporary conditions in Afghanistan and in other parts of the world.
- Write clearly and effectively on culture, politics, and place.
- Demonstrate ability to understand and critique social scientific subject matter (writings, presentations, films, etc.)

## Required Course Work:

a. Along with completing 59 credits of courses that satisfy the University's General Education requirement, the following lower level courses constituting a part of the core are required of the social science concentration students. Students are required to complete 9 credits of introductory social science courses comprised of 3 of the following courses:

- ANT 110 Introduction to Anthropology (3)
- GEO 101 Introduction to Geography (3)
- POL 110 Introduction to Political Science (3)
- SOC 110 Introduction to Sociology (3)
- LGS 110 Introduction to Law (3)

b. All students are required to take the following courses as a part of the Social Sciences Core:

- STA 200 Introduction to Statistics (3) or any other advisor approved Statistics course
- SOC 310 Social Research Methods (3) or any other advisor approved research methods course
- SOC 480 Internship (3)
- SOC 490 Social Science Thesis (6)

c. For the remaining **21 credits of the social science courses**, students are free to choose any 7 courses from the list below. Students may choose to focus their studies in one particular sub-discipline or gain a breadth of knowledge in the Social Sciences. It is recommended that students structure this coursework in such a way that it provides a solid framework for the final thesis. It is therefore imperative that students establish a dialog early in their academic career with at least two or three social science faculty members.

### ANTHROPOLOGY:

- ANT 320 Advanced Topics in Cultural Anthropology (3)
- ANT 340: History and Theory of Anthropology (3)
- ANT/SOC 350: Social and Cultural Foundations of Education (3)
- ANT 420: Advanced Topics in Anthropology (3) (Possible topics: Medical anthropology; archaeology and cultural resources; applied anthropology).

### GEOGRAPHY:

- GEO 310: Cultural Geography (3)
- GEO 320: Regional Geography: North America (3)

- GEO 315: Afghanistan: Where in the World? (3)
- GEO 410: Special Topics: Violent Geographies (3)
- GEO 420: Special Topics: Landscape, Meaning and Society (3)

#### LEGAL STUDIES:

- LGS 3xx: Protection of Human Rights (3)
- LGS 305: International Law (3)
- LGS 3xx: Criminal laws of Afghanistan (3)
- LGS 3xx: Commercial laws of Afghanistan (3)
- LGS 300: Law and Society

#### POLITICAL SCIENCE:

- POL 310 Advance Theories of International Relations (3)
- POL 315 Political violence and terrorism (3)
- POL 320 Advance Theories of Comparative Politics (3)
- POL 370 Islam and Politics (3)
- POL 410 Special Topics in Comparative Politics (3)
- POL 415 Special Topics in International Relations (3)
- POL 420 Special Topics in Political Theory (3)
- POL 425 Special Topics in Comparative Politics (3)
- POL 460 Comparative Politics of the Middle East (3)
- POL 470 Modern Trends in Islamic Political Thought (3)

#### SOCIOLOGY:

- SOC 310 Comparative social movements (3)
- SOC 340 Ethnic, racial and religious minorities in pluralist societies (3)
- SOC 350 Social construction of the western white identity (3)
- SOC 380 Social class formation in developing countries
- SOC 410: Topics in sociology (3)  
Possible topics: labor unions and worker's movements; comparative sociology of Afghanistan, Iran and Pakistan; global human trafficking and modern slavery
- SOC 420: Classical and Contemporary Social Theory (3)

d. Students must complete a further **19 credits of advisor approved electives**. These courses may be in any discipline, but it is recommended that students pay particular attention to courses that will help improve their writing abilities.

## **UNDERGRADUATE ACADEMIC REQUIREMENTS AND REGULATIONS**

Students are responsible for making themselves familiar with the contents of this catalog and the student handbook published by the Office of Student Affairs. Academic regulations are subject to change. Students will be informed of any major policy changes via email. Students must consult with their academic advisors prior to seeking counsel from some other office on campus.

### **STATEMENT OF ACADEMIC FREEDOM AND RESPONSIBILITY**

The American University of Afghanistan aims at achieving global educational standards, advancing leadership, and creating opportunities for personal and professional growth through American-style higher education. Academic freedom is fundamental to the success of this endeavor.

The University's mission of teaching, learning, research, scholarship, and outreach requires that freedom of inquiry, thought, expression, and publication be given fullest protection. This includes the pursuit of truth, the advancement and dissemination of learning, and the right to examine, question, investigate, and criticize intellectual positions and questions.

#### **Teaching Environment:**

The University is committed to providing a fair, safe and stimulating teaching environment to both students and faculty. It is therefore critical that all students and faculty members regardless of their nationality, religious beliefs, ethnicity, gender or economic background be equally encouraged to participate in the learning process. Harassment of any sort will not be tolerated either in class or outside.

While the University encourages healthy debate and discussion, it also insists that students and faculty members respect the opinions and beliefs of others. Women students in particular are encouraged to participate in class without fear of repercussion. Use of lewd, racist, slanderous, discriminatory or threatening language will not be tolerated anywhere on campus.

Negotiating with faculty members in an attempt to have course policies changed to one's own advantage and gift-giving to faculty members are strongly discouraged.

Cellular telephones and pagers must be turned off prior to entering a classroom, computer lab or the library. Food and drink (except for water) are not allowed in classrooms or computer labs. In the computer labs water must be stored safely away from all electronic equipment.



## **SEMESTER SYSTEM**

The University operates on a semester system with each academic year starting comprising of two long semesters in the fall and spring and one short intensive semester in the summer. Fall and spring semesters usually last for sixteen weeks and the summer semester for five or six weeks. The academic year commences in the fall semester, usually in the middle of August. In order to be considered continuously enrolled students must attend fall and spring semesters while the Summer semesters are optional. Students are encouraged to attend classes for at least two Summer semesters.

## **ACADEMIC LOAD**

Full-time undergraduate students usually register for 12-18 credit hours in the fall and spring semesters. Freshmen may take no more than 12 credits in their first semester in the Undergraduate Program.

Students who hold full time employment are advised to take no more than 12 credit hours and may register for more than 12 credit hours only if their GPA is above 3.0 or if they have permission of the Chief Academic Officer. Full-time students must carry a minimum of 9 credits in fall and spring semesters to be eligible for financial assistance.

The maximum credit load for full-time day students during the fall and spring semesters is 18 credits. Students may file a petition to take a maximum course load of 21 credits if their cumulative GPA is above 3.50. Students enrolled in less than 9 credits per semester are considered part-time students.

## **CREDITS OR CREDIT HOURS**

Each undergraduate course is assigned a value in terms of credits or credit hours. A one credit lecture is equivalent to 50 minutes of teaching and a one credit laboratory is equivalent to 100 minutes of teaching and practical experience. A 3 credit lecture class will thus meet for 150 minutes per week. Fall and spring semesters usually run for 16 weeks.

A minimum of 62 credits must be earned to receive an Associate of Arts degree and a minimum of 120 credits for a Bachelor of Arts degree.

## **CLASS PERIODS**

Class periods are standardized to 75 minutes per class period. Most three credit classes are generally held for two class periods on Thursday and Saturday, on Sunday and Tuesday or on Monday and Wednesday. Some classes may meet for two

consecutive class periods on Thursday or Saturday. Students must make every effort to attend make-up classes. Making up time lost due to emergency closures may require class meeting times to be lengthened.

## CLASS DESIGNATION

The number of credit hours **earned** by students define their class designation as opposed to the Term/Year in which they began their education at the University. For example two students may have enrolled in the Bachelor of Arts program in fall 2007, one of them has completed 62 hours by fall 2009 and the other only 25. One student is thus designated as a Junior in fall 2009 and the other still a Freshman. Classes are designated as listed below:

Class Designation	Credit Hours
Freshman	0-30
Sophomore	31-60
Junior	61-90
Senior	90 credits and above

## COURSE NUMBERING SYSTEM

Courses are identified by a prefix followed by a number indicating the level of the course content. The prefix indicates the field or discipline and depending on how many courses are offered within a particular discipline there may or may not be a unique prefix assigned to it. For example the prefix SCI is assigned to many courses taught within the disciplines of Biology, Chemistry and Physics, because we currently only offer very few courses in each. However the prefix GEO for Geography is assigned to a number of geography courses even though they satisfy a variety of General Education requirements such as “Social and Behavioral Science”, “Physical Science” and/or “International”. A General Education course is easily identified by the GE-\* category indicated in the course descriptions part of the catalog. For example:

### **ANT 110 Introduction to Anthropology (3) (GE-S)**

This course is designed to introduce students to the four major subfields of anthropology -- Cultural Anthropology, Biological Anthropology, Linguistic Anthropology and Archaeology. A large range of topics will be covered: human evolution, race and human biological diversity, culture, language, economic systems and globalization, kinship, gender, political organization & stratification and religion.

Prerequisites: ENG 110

This course is an introductory Anthropology course indicated by the prefix **ANT** and the number **110**. The course is a three credit course indicated by **(3)**. It satisfies a General Education requirement of Social and Behavioral Science indicated by **(GE-S)**. The course description is a very brief indication of the contents of the course and the Prerequisites indicate the course/courses a student must complete prior to taking this course.

Transfer credit for courses satisfactorily completed at another university or academic institution may meet prerequisite requirements. Students should consult the Registrar’s office regarding the acceptance of transferred courses as prerequisites. Students who received a grade below “C” in a course listed as a prerequisite may not be permitted to enter the upper-level course.

If a course description lists a co-requisite, that course must be taken concurrently with the course in question. The University Registrar may on a case by case basis over-ride the “concurrent” requirement only upon consultation with the course instructor and the student’s academic advisor.

## **GRADING SYSTEM**

The American University of Afghanistan uses a letter grading scale and does not use plus and minus letter grades. Letter grades are assigned specific numerical quality points (see table below). Students Grade Point Averages (GPAs) are calculated on the basis of a 0-4.0 grading scale. Grade Point Averages are calculated both on a semester or cumulative basis. The semester GPA indicates a student’s performance in a particular semester while the cumulative GPA indicates the student’s overall academic performance. It is important to note that the cumulative GPA is not an average of semester GPAs. Students must maintain a minimum of a 2.0 Cumulative GPA to remain in good standing at AUAF. Grades are assigned and counted only for courses that are taken for credit. Some courses may be taken with an S/U (Satisfactory or Unsatisfactory) option. These are not calculated into the GPA.

Range	Grade	Points
90-100	A	4
80-89	B	3
70-79	C	2
60-69	D	1
0-59	F	0
60-100	P	Not counted in GPA
0-59	U	Not counted in GPA
60-100	S	Not counted in GPA

Incomplete	I	Not counted in GPA
Withdrawn	W	Not counted in GPA

### Calculating your Grade Point Average

The grade point average (GPA) is calculated by dividing the total quality points earned by the total credit hours completed. A student's term and cumulative GPA are calculated in the same way.

				How the GPA is Calculated:	
<b>2007 Spring</b>		Credits	Grade	QPTS	GPTS (QPTS*CREDITS)
ENG 110	Academic Writing I	3	C	2	$3*2=6$
SOC 101	Social Sci Survey	3	B	3	$3*3=9$
UNV 101	University Success	3	D	1	$3*1=3$
Term GPA: 2.00 Cumul GPA: 2.00					Term GPA= Sum(GPTS)/ Credits GPA=18/9=2.0
<b>2007 Summer</b>					
POL 110	Intro to Poli Sci	3	A	4	$4*3=12$
SCI 210	Intro to Biology	3	C	2	$2*3=6$
SOC 200	Survey Methods	3	A	4	$4*3=12$
Term GPA: 3.33 Cumul GPA: 2.67					Term GPA= 30/9= 3.33
					Cumul GPA= Total GPTS/ Total Credits=(30+18)/(9+9) = 48/18= 2.67
<b>2007 Fall</b>					
ANT 110	Intro to Anthro	3	C	2	$2*3=6$
ENG 115	Academic Writing II	3	B	3	$3*3=9$
SCI 215	Intro Chem of Life	3	D	1	$1*3=3$
Term GPA: 2.00 Cumul GPA: 2.44					Term GPA= 18/9= 2.00
					Cumul GPA= Total GPTS/ Total Credits=(30+18+18)/(9+9+9) = 66/27= 2.44

Please note that the cumulative GPA is not the average of semester GPAs. It is calculated by dividing the total number of Quality Points earned by the total number of credit hours completed.

### **Incomplete Grade**

All requirements/work for a course must be completed by the date assigned by the instructor and no later than the end of the final exam day for that course. A grade of “Incomplete” “I” is only given when failure to complete all requirements has been caused by circumstances beyond the student’s control. Requests for a grade of “Incomplete” must be made in writing and filed with the Office of the Registrar, and approved by the Chief Academic Officer. The student and instructor must agree on a time-frame in which the course work will be completed, usually within the next full semester. If the course work is not completed during the agreed upon time-frame the registrar’s office will replace the Incomplete or “I” grade with a punitive “F”, which will remain on the student’s record permanently. It is the student’s responsibility to make sure that the required work is completed and the instructor submits the final grade to the Registrar’s office on time. The instructor may not request a grade change after the due date unless the instructor provides a valid reason in writing.

### **The “W” grade or withdrawing from a class**

Any student who wants to stop attending a course after the drop/add period is over will receive a “Withdrawal” or “W” grade his or her academic transcript if he or she has not already used the 6 allowed withdrawals from courses. Students may use this provision only to withdraw from individual courses.

### **Repeating a course**

A student may repeat any course only once. Students who have earned fewer than 45 credits are permitted to repeat a course to obtain a higher grade. The grade for the second attempt is counted towards the student’s GPA. The first attempt is recorded in the student’s transcript but the grade is not shown or counted.

## **ACADEMIC ADVISING**

All undergraduate students are assigned an academic advisor in their first semester of undergraduate study. The University Registrar is academic advisor to all new students until the student is officially assigned to an appropriate academic advisor.

Students are required to have advisor approval prior to registering for a class and also for dropping or adding a class to their schedule. Students are encouraged to maintain close contact with their advisors throughout the semester.

Advisors assist students in developing their program of study, interpreting University policies and procedures, and counseling them in many other ways. For example, if a student has a persistent problem with a course instructor he or she must try to first meet with the instructor in question, accompanied by his or her academic advisor. If the problem is not resolved through this meeting the student's advisor will suggest an alternative course of action.

Students must meet with their academic advisor regarding any academic problems before approaching other University officials.

A student has the right to request that his or her advisor be changed. The student does not have the right to request any particular advisor.

The University's Academic Advising Committee makes all final decisions regarding student advising.

## **ACADEMIC PLAN**

All students are required to declare an area of concentration or major field of study at the end of their sophomore year. Students are encouraged to complete all university General Education requirements by the end of their sophomore year. Once students declare an area of concentration, they are assigned to a particular academic plan usually based either on their matriculation year and term, or a particular catalog year.

Advisors work with students to ensure that the academic plan selected is suitable for the student and also help the registrar's office in adjusting a student's academic plan in a way that the student graduates within a reasonable time frame.

## **Catalog Year**

Academic programs may be updated annually based on a number of external and internal factors. An academic year starts in the fall semester of one calendar year and ends after the summer semester of the next Calendar Year. All students admitted in one academic year are assigned the same Catalog Year. Therefore, a student starting as a freshman in fall 2008 and another in summer 2009, are both assigned the same Catalog Year. This means that they will first be assigned an academic plan for their area of concentration belonging to that particular Catalog Year, in this case 2008.

Students, in consultation with their academic advisor and the Registrar's office, may elect to change their Catalog Year to a more recent year if the academic plan for that Catalog Year suits them better. However it must be noted that once a student changes his or her Catalog Year to a more recent Catalog Year he or she

cannot go back to the original Catalog Year. Also, all academic progress requirements in the new catalog will apply. The student cannot select some requirements from one catalog and other requirements from another catalog

## **ACADEMIC PROBATION**

Students whose cumulative GPA falls below 2.00 at the end of a semester will be placed on academic probation. A student on probation must sign an academic probation contract with his advisor, the academic dean and the Registrar. The academic probation contract gives a student an opportunity through proper advisement and extra help to bring his or her GPA above 2.00 within an agreed time-frame. A full-time student on academic probation may register for no more than 3 courses or a maximum of 10 credit hours.

If a student fails to comply with the terms set in his or her academic probation contract, he or she may be suspended from the University for one or more semesters. Students may reapply for admission after the suspension period is over. If a student fails to reapply for admission within the stated time period, he or she will be dismissed from the University. Academic probation, suspension and dismissal are entered on the student's permanent record.

## **REGISTERING FOR COURSES**

Students must have their advisor's approval to register for courses. Although assisted by an advisor, students have the ultimate responsibility for planning their own program of study, selecting courses that will fulfill their degree requirements and ensuring that they have met course prerequisites. The advisor will not be held responsible for poor decisions made by a student.

Students must register prior to the first day of classes and adjust their schedule during the drop/add period. New students may only register for a particular set of courses determined by the University's Academic Advising Committee. New students must make sure that they attend student orientation and take placement tests for mathematics, English and computer literacy prior to the first day of classes. New students may not register for more than 12 credit hours in their first semester and are allowed to register for the following courses:

ENG 110- Academic Writing I  
UNV 101- University Success  
ITC 101- Introduction to Computer Science  
MTH 101- Introduction to College Mathematics  
or  
MTH 110- College Algebra

If they enroll in fewer than 12 credit hours in their first semester, they must include ENG 110 and UNV 101.

In certain cases students may be advised to take alternative courses depending on the results of their placement tests in mathematics, English composition and computer science.

### **Adjusting Your Course Schedule**

Undergraduate students may change their academic course schedule by dropping a course from the schedule and replacing that course with another. Students may make schedule changes without any grade penalty during the semester drop/add week, which is the first week of the semester. It is the student's responsibility to make sure all adjustments to his or her schedule are made during the drop/add week. All adjustments after this week may incur a financial and/or grade penalty.

### **Adding a class**

Students may add a class or move from one section of a course to another as long as they have attended at least one class during the first week of the course they originally enrolled in. Students must get advisor's approval prior to adding any course. If a course is added after the drop/add week it must be done via a petition signed by the course instructor, student advisor and a representative of the student finance office and approved by the Chief Academic Officer. The petition must be submitted to the Office of the Registrar. Such petitions are approved only when there is a strong recommendation from the student's academic advisor stating how the addition of a course impacts the student's academic progress.

### **Dropping a class**

Students may drop a course without penalty only during the Drop/Add week. Students are cautioned that if they "Drop" a course after the Drop/Add week they will receive a "W" grade on their transcripts. Students will also not receive a full refund of their fees for any course dropped after this period. Students who simply stop going to class but do not officially drop or withdraw from a course will receive a failing grade of "F" and will have to pay the tuition for the class in full.

### **Withdrawing from a Course**

A student may withdraw from a class with the academic advisor's approval only through filing a change of schedule application with the Office of the Registrar. Students must withdraw from a course by the published deadlines in the academic calendar. Students who do not meet this deadline to file the application, or those who just make an informal verbal request to an instructor will not be withdrawn from the course and may receive an F for the course.



## **Withdrawing from All Courses in a Semester**

Medical Withdrawal: Students may withdraw from courses if they suffer from a physical or psychological condition that prevents them from doing all the work required to complete coursework. Students may not withdraw from only one course in a semester due to a medical reason except in extreme circumstances where a course requires a particular physical ability such as keen eyesight, color perception or muscular strength. Usually a medical withdrawal applies to all classes in which a student is enrolled. It is preferred that medical withdrawals are initiated during the semester in question, but retro-active withdrawals are possible.

Other types of withdrawals: In order to help our students through circumstances upon which they have no control, such as work relocation, sudden financial hardship and political unrest, the University allows students to withdraw from all courses in a semester through a University petitioning process but the student must provide a reasonable explanation of and documentation for the circumstances that were beyond his or her control. Retroactive withdrawals are also permitted for non-medical reasons.

## **FINAL EXAMS**

Final examination schedules are published by the Office of the Registrar no later than two weeks before final examination week. Final examinations are held at the end of the semester at the time and place specified in the exam schedule. Instructors are advised to follow the examination schedule. Instructors must make provisions for students who are scheduled for two or more other exams on the same day. The Registrar's office is able to provide assistance in rescheduling an exam. Lower level courses will be favored over upper level courses in rescheduling as they tend to have higher enrollment.

Students may be excused from taking a final exam at the scheduled time only by providing valid medical or other documentation to the office of the University Registrar. Students may not under any circumstance retake a final exam.

## **ATTENDANCE POLICY**

The University advises all students to attend classes regularly and to be seated in the classroom before the class begins. Showing up for class late may count as an absence. The course instructor determines requirements for class attendance. And states the attendance policy on the course syllabus. Absences accrue from the first day of the semester.

An instructor is not obliged to give any make-up exams. If a class is cancelled due to any circumstance beyond the instructor's control, the instructor may arrange to

have a make-up class during the weekend. A clear majority of students must agree to a suitable meeting time. If the instructor feels that additional instructional time beyond what was originally scheduled is needed, he or she must make arrangements with the class and also the Registrar's office to schedule for the extra time needed and must be approved by the Dean/Chair.

An instructor may refer a student to the Office of Student Affairs for counseling if the instructor feels that a student's absence from class is not justified or is excessive. A student may also be referred for counseling if he or she is observed to be tardy or leaves the classroom early or in the midst of a lecture or discussion. Faculty members may assign students a grade of "F" for excessive absence.

A student serving in an official capacity as a representative of the University may be excused from classes as long as prior arrangements have been made between the student, his or her supervisor, and the instructor. The student must still complete all required course work within a specific timeframe agreed upon by the student and the instructor.

Students on medical leave for more than three days must provide the instructor and the Registrar's office with a note from a doctor stating that the student was under his or her treatment.

## **RESIDENCE REQUIREMENTS**

Candidates for the bachelor's degree are expected to complete their senior year in residence at AUAF. Transfer students must complete at least 50 percent of the required credits for the degree in residence at AUAF. Courses at the 400-level in the student's area of concentration may not be taken outside of AUAF. Students may appeal to the Chief Academic Officer by filing an application with the Registrar's office for allowing exceptions to this policy.

## **LEAVE OF ABSENCE**

Students must file a leave of absence form if they are planning not to enroll in any Fall or spring semester.

- Leave of absence cannot be for more than one year.
- Students who take leave of absence for any reason are not allowed to use the dormitory facilities.
- If students fail to return from an approved leave of absence, they will be withdrawn from the University. Students will have to either be readmitted or apply to be reinstated under the current academic catalog and meet all requirements stated therein.

- In order to obtain leave of absence a student must have completed at least one semester of study, and have a minimum grade point average of 2.0.
- A written statement explaining why this leave is requested must be provided. If a student is currently registered for courses, the student will be withdrawn for the term. 'W' grades will be shown on your transcript for the term. The date that the completed and signed application for leave of absence is submitted to the Registrar's office will be used to assess any possible tuition refund.

## **TRANSFER AND READMISSION**

### **Transfer Applicants**

Academic credit for coursework completed at other accredited institutions of higher learning may be transferred toward the student's degree program at AUAF. In most cases, a student may only have his/her credits transferred after completing one semester at AUAF, with a GPA of at least 2.5. All students who wish to transfer credits must provide official transcripts, as well as course descriptions and syllabi from the classes that they wish to transfer. Students who have attended accredited universities in the U.S. or in certain other countries may apply for credit transfer prior to their enrollment at AUAF.

Coursework from other institutions is evaluated on an individual basis. Credits will only be transferred for courses in which the student achieved a grade of C or higher. A maximum of 60 credits may be transferred if the student holds an Associate's degree (AA or AS) or equivalent. If the student does not hold an A.A. degree, then only those courses that have an equivalent at AUAF may be transferred. All credit transfers will be reviewed by a committee composed of faculty members and staff.

Students who wish to take courses at other institutions while attending AUAF, particularly during the summer months or as exchange students, must obtain approval to transfer their credits back to AUAF prior to enrolling in the course.

The last 30 hours of undergraduate coursework must be completed at AUAF.

### **Readmission**

Students who do not enroll in two or more consecutive semesters (fall and spring) without applying for a leave of absence will have to meet the current admissions requirements in order to continue their studies at AUAF. Such students will be readmitted under the new catalog year, and their prior coursework may or may not count toward the new curriculum.

Students in good academic standing, who applied for a leave of absence or officially withdrew from the University, may be readmitted to their original program of study through a petition process.

### **Reinstatement**

Students on academic or disciplinary suspension must apply for readmission to AUAF after their suspension period is over, or at least one month before the beginning of the following semester (whichever comes later). The Chief Academic Officer and Director of Student Affairs are responsible for making all decisions regarding the readmission of suspended students.

Students who have extended their leave of absence beyond the approved length of time, and/or those who have not registered for classes for one year or longer, may be reinstated into their original degree program by petition. Coursework that is completed for a degree is only valid for six years unless otherwise approved by the Chief Academic Officer.

### **STUDENT RECORDS**

All academic records are maintained within the Student Information System. The Registrar's Office issues electronic and paper copies of students' academic records as needed. All students' academic records are maintained on a long term basis and are available to alumni and former students upon request. Student records may not be disseminated to any agency or individuals, including family members, without prior consent from the student. While the Registrar's office strives to maintain accurate records, sometimes human and systematic errors can occur. The Registrar's Office will make every effort to correct discrepancies in a student's record in a timely manner. Students must notify the Registrar's Office immediately upon noticing any irregularities on their academic transcript.

#### **Permanent Record**

A permanent record of the academic performance of each AUAF student is maintained by the Registrar's Office. All courses which a student completes, fails, attends or withdraws from are recorded. All academic probations, suspensions and dismissals are also permanently recorded on the student's transcripts.

Only certain authorized University officials have access to student records. Student records are the property of the University.

#### **Student Information and Privacy Rights**

All Students have the right to:

- Inspect and review information contained in their academic records.
- Request changes or updates to their personal data.
- Consent to disclosure of information from educational records.

### **Student Information Management System (PowerCAMPUS)**

PowerCAMPUS is a Microsoft-based, comprehensive administrative system that has been deployed to streamline admissions, academic records, advancement, finance, and portal needs, making it faster and easier for the University to meet its goals for growth while providing students the means to access important information about their education.

All students, faculty and staff are assigned a unique nine-digit PowerCAMPUS ID number. This number is used to record all information pertaining to the individual, therefore, it is very important that students always site their PowerCAMPUS ID number for all official correspondence.

### **Transcripts**

Students may obtain official and unofficial transcripts of their academic records from the Office of the Registrar by submitting a signed request form. The University will issue only complete transcripts. The University will not make copies of transfer transcripts on file from other colleges or universities. A fee may be charged for official transcript copies.

Unofficial transcripts are available for downloading and printing to all students through the student information system.

Any attempt at altering or forging an official or unofficial transcript may lead to dismissal from the University.

### **Transfer Student Records**

All transcripts and other documents submitted to AUAF from other institutions become the property of the American University of Afghanistan, and are under the control of the Office of the Registrar. The University is not required to provide (or allow the making of) copies of these documents. Transcripts submitted for admission or credit transfer will not be returned to the student or forwarded to other institutions.

## **Names on Certificates, Diplomas and Degrees**

A student's name on certificates, diplomas and degrees will be spelled in English exactly as it appears on the student's passport or Afghan national identity card. If a name on a passport or an identity card does not appear in English, then the English spelling of the name will be in accordance with the personal preference of the student.

Students may request a name change only upon providing supporting government documents for the change.

Students who attend AUAF, and change their names after leaving the University, will be issued transcripts in the name that they were enrolled under at the University.

## **UNIVERSITY HONORS AND AWARDS**

### **Dean's List**

The Registrar issues a Dean's List of honor students at the end of each semester. A student must meet the following conditions to be placed on the Dean's List:

- Have completed a minimum of 12 credit hours in the semester.
- Have at least a 3.5 semester GPA.
- Rank in the top ten percent of students in his/her program.
- Have no failing grades in any of his/her courses during that semester.
- Have no incomplete grades in current or previous semesters.
- Have no disciplinary action during the semester and have no disciplinary action pending.

### **President's List**

The Registrar issues a President's List of honors students at the end of each semester. To be included on the list a student must meet all the requirements for the Dean's List and have a 3.75 semester GPA or higher.

### **Graduation Honors**

The university will grant honors to students receiving a Bachelor of Arts degree as follows:

- Summa cum laude: Cumulative GPA of 3.90 or above
- Magna cum laude: Cumulative GPA of 3.70-3.89
- Cum laude: Cumulative GPA of 3.50-3.69

## **GRADUATION REQUIREMENTS**

In order to graduate in any of the undergraduate degree programs all academic requirements proscribed for the particular degree must be completed within the recommended timeframe. All students must also complete an exit interview prior to graduation. All financial and administrative holds must be cleared for the issuance of the diploma. The student must also meet the residency requirements described elsewhere in this document and must not have any pending disciplinary actions.

## **REGULATIONS UNIQUE TO THE FOUNDATION STUDIES PROGRAM**

Students in the Foundation Studies Program (FSP) are assigned to a particular course of studies based on their performance on the EPT and on their performance in a previous semester. The Registrar's Office registers students in courses recommended by the faculty. Students must make sure that they are formally enrolled in classes and that their names are listed correctly on the class rosters. Any change in schedule must be initiated by an instructor or academic advisor.

### **WITHDRAWING FROM CLASSES**

Students are required to attend all courses within their program of study. Students may withdraw from the university for any reason. Students are liable for paying their fees in full if they withdraw after the withdrawal date listed on the academic calendar. Students are advised to consult the Office of Student Finance for more information on the fee structure. Students may not withdraw from one program of study to join another without first consulting their academic advisors and the registrar's office. If an instructor reports that a student is attending only one course within the program, the student may be administratively withdrawn from all courses and may lose his or her student privileges.

### **ATTENDANCE**

Students are required to attend classes totaling 85% of the course. If students miss more than 15% of the course, they will have to repeat the course at the same level and will not receive a certificate at the end of the semester. There are no excused absences. Students who are late by more than five minutes for the class will be marked late. Three late appearances will equal one absence. Students who are late more than 20 minutes for the class will be marked absent for that class. Students arriving more than 20 minutes late for a 50-minute lesson will not be permitted to enter the class. Students arriving no more than 30 minutes for a 100-minute lesson will be marked absent but will be permitted to enter and participate in the class.

### **ACADEMIC HONESTY**

Students who have been caught cheating on an exam or committing plagiarism will receive a failing mark on the exam or assignment in addition to a warning from the instructor. A second offence means the student will receive a failing mark on the exam or assignment and also be required to see the director of the Student Affairs for appropriate disciplinary action. For example, the student maybe required to complete additional (not for credit) homework assignments for the class. A third offence requires the student to meet with the Director of Student Affairs and the



Director of Admissions. At this stage, the student will be asked to leave the FSP and will not be allowed to take a class for a probationary period of one full semester or more.

## **BOOKS**

All textbooks are provided by the University for a nominal administrative and stocking fee. Students must take good care of the books issued to them because they have to be returned to the University at the end of the semester. Students who return books in a torn or unusable condition will be charged the full price for the books. Students who do not return books on time will incur a late fine. Moreover, students will not be able to register for the next semester if the student has any dues with the library.

## **GRADING SCALE**

The FSP grading scale is the same the undergraduate scale except courses are not for credit and may not be transferred to any undergraduate program.

A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
F	Below 60

## **SUCCESSFUL COMPLETION**

Students must maintain a grade of 60% or higher in all of their classes and have a minimum combined grade average of 70%. A certificate of completion will be granted to students who have completed all course requirements and who do not have any pending disciplinary actions or financial dues.

## **FACILITIES AND RESOURCES**

The American University is located on a 5 acre campus near the Karte Se area in Kabul. A new campus will be constructed on the 43 acres of land leased to the university for 99 years by the government of Afghanistan. The current campus is made up of five main buildings, three of which have classrooms and faculty and administrative offices.

### **Classrooms:**

The University has four new computer labs, two of which are classrooms, have also recently been inaugurated. The computer classrooms seat twenty-four students each and are equipped with PCs and Laptop computers. The open computer labs are available for students who do not have access to computers and the Internet at home.

All classrooms are modern and comparable to those at universities in the United States and equipped with whiteboards and ceiling-mounted projectors. Classrooms and labs feature new desktop computers and LCD monitors which provide for maximized workspace. A state-of-the-art video-conferencing facility – the best of its kind in Afghanistan – is available for instruction and meetings.

### **Library:**

The Library houses the University's growing collections. It features an upgraded Integrated Library System and Online Catalog (OPAC). Wireless Internet service for personal laptops and approximately 40 computer stations complement nearby computer labs and provide sufficient access for all students. To meet varying scholastic styles and preferences, the Library has created not only quiet study rooms but also pleasant gathering places where students may comfortably meet, talk, and engage in group learning. A recently expanded selection of online databases delivers the full-text for thousands of scholarly journals and magazines; these collections, comprising tens of millions of articles, are fully adequate to meet the research needs of any small liberal arts institution. The Library conducts information literacy instruction for all new undergraduates and also designs refresher sessions and targeted classes upon request. The Library is also responsible for textbook services.

### **Residence Halls:**

The American University of Afghanistan provides limited number of housing spaces that provide excellent accommodations for full time students. The Residence Life Office manages housing assignments and the day to day operations of the residence halls under the guidance of the Supervisor of Residence Life. More information is available from the Office of Student Affairs.

**Gymnasium:**

The Bayat Gymnasium, the renovation of which was funded by the Bayat Foundation, provides space for indoor sports such as basketball and volleyball as well as a stage and auditorium for large gatherings and special events.

**Cafeteria:**

The AUAF cafeteria is open to students, faculty, staff and visitors on all working days. The cafeteria provides snacks and meals at a nominal price.

**Football Field:**

The University has a new, state-of-the-art football field on the University's new campus.

## UNDERGRADUATE COURSE DESCRIPTIONS

### **Course Prefixes and Codes:**

Undergraduate courses are listed alphabetically in the course catalog. The course prefix is usually indicated by a three letter abbreviation of an academic discipline. For example, ANT refers to Anthropology and MTH refers to Mathematics. Occasionally, a set of courses may have the same prefix even though they are may be taught elsewhere as separate disciplines. For example, the prefix SCI has been allocated to Biology, Chemistry and Physics courses.

The three digit course code or number followed by the three letter prefix indicates the course level. It is recommended that 100 and 200 level courses be taken by freshmen and sophomores; 300 and 400 level courses by Juniors and Seniors.

Please refer to the prefixes listed below:

<b>AMS</b>	<b>American Studies</b>
<b>ANT</b>	<b>Anthropology</b>
<b>BUS</b>	<b>Business</b>
<b>ECO</b>	<b>Economics</b>
<b>ENG</b>	<b>English</b>
<b>GEO</b>	<b>Geography</b>
<b>GER</b>	<b>German</b>
<b>HIS</b>	<b>History</b>
<b>HUM</b>	<b>Humanities</b>
<b>ITC</b>	<b>Information Technology and Computer Science</b>
<b>JOU</b>	<b>Journalism</b>
<b>LGS</b>	<b>Legal Studies</b>
<b>MTH</b>	<b>Mathematics</b>
<b>PHL</b>	<b>Philosophy</b>
<b>POL</b>	<b>Political Science</b>
<b>SCI</b>	<b>Science (Physics, Chemistry and Biology)</b>
<b>SOC</b>	<b>Sociology</b>
<b>STA</b>	<b>Statistics</b>
<b>UNV</b>	<b>University Success</b>

## UNDERGRADUATE COURSES

### **AMS 210 American Popular Culture & Globalization (3)**

Popular culture, which includes movies, TV series, music, dance and fashion, is one of the leading American exports to the world. Hollywood films, for example, are among the most widely seen films in many countries outside the United States. Like any cultural artifact, these products reflect the beliefs and values of the society in which they were created and some critics claim the dominance of American culture products amounts to a kind of cultural imperialism that threatens non-American cultures. This interdisciplinary course will critically examine U.S. popular culture to determine not only what it reveals about U.S. beliefs and attitudes, but also to show how consumers outside the United States reinterpret these cultural artifacts to make sense in their culture, oftentimes in ways that could hardly be imagined by their American producers. Prerequisites: ENG 115

### **ANT 110 Introduction to Anthropology (3) (GE-S)**

This course is designed to introduce students to the four major subfields of Anthropology – Cultural Anthropology, Biological Anthropology, Linguistic Anthropology and Archaeology. A large range of topics will be covered: human evolution, race and human biological diversity, culture, language, economic systems and globalization, kinship, gender, political organization and stratification and religion.

Prerequisites: ENG 110

### **ANT 210 Cultural Anthropology (3)**

This course provides an introduction to cultural anthropology, which is the study of human society and culture. Students will learn the key concepts and research approach of cultural anthropology as well as topical areas of cultural anthropology, including human diversity, language and communication, making a living, families and marriage, and social change and the contemporary world system. Some attention will also be given to the application of anthropology to human problems.

Prerequisites: ANT 110

### **BUS 115 Introduction to Business (3)**

This course is designed to introduce students to basic business terminology and principles and the functions performed both by and within modern business establishments. Topics that will be covered include business trends, economics, competing in global markets, ethical behavior and social responsibility, forms of business ownership, entrepreneurship and starting a small business, management theory, human resource management, marketing, accounting and managing financial resources.

Prerequisites: ENG 110

**BUS 210 Introduction to Management (3)**

This course examines and encourages the development of useful managerial and behavioral skills by familiarizing the student with the theories and practices in the field of management and organizational behavior. Topics include goal setting, planning, behavior modification, human factors in the organization, decision-making and control.

Prerequisites: BUS 115

**BUS 215 Introduction to Finance (3)**

This course will introduce students to the basic principles of finance, so that they can apply these principles to events and policies in Afghanistan and in the rest of the world. Students will learn how to use the basic concepts and tools in finance to analyze economic events and situations. They will learn the conceptual foundation for key concepts such as time value of money, capital markets, supply and demand for money and credit, and the role of different financial institutions in a modern economy. Students will be introduced to financial markets in Afghanistan, and learn how they have been developing and what are the key issues and questions that it faces. Students will be expected to follow current developments in Afghan finance and banking through newspapers, the internet, and other sources.

Prerequisites: BUS 115 and BUS 240 or BUS 236

**BUS 220 Financial Accounting (now listed as BUS 305)**

**BUS 225 Managerial Accounting (now listed as BUS 405)**

**BUS 230 Principles of Marketing (now listed as BUS 300)**

**BUS 235 Microeconomics (now listed as ECO 235)**

**BUS 236 General Economics (now listed as ECO 236)**

**BUS 240 Macroeconomics (now listed as ECO 240)**

**BUS 255 Financial Markets (3)**

This course introduces students to basic principles of finance, so that they can apply these principles to events and policies in Afghanistan and the rest of the world. Students will learn how to use basic concepts and tools in finance to analyze economic events and situations. They will also learn the conceptual foundation for key concepts such as time value of money, capital markets, supply and demand for money and credit, and the role of different financial institutions in a modern economy.

Prerequisites: BUS 115

**BUS 300 Principles of Marketing (3)**

This course explores the role of marketing in an organization, the identification and selection of target markets, and the design of the marketing mix to best meet the requirements of the target market. In this course, students will examine the impact of economic, legal, social, and competitive environments have on the market mix.

Prerequisites: BUS 115

**BUS 305 Financial Accounting (4)**

This course introduces students to the process through which an organization reports financial information to interested parties. Students will learn to prepare income statements, trial balances, statement of cash flows, and balance sheets of business enterprises. Students will receive an overview of generally accepted accounting principles as they relate to the recognition of revenues and expenses, and the valuation of assets and liabilities, etc.

NOTE: This course was previously taught as BUS 220 Financial Accounting.

Prerequisites: BUS 115

**BUS 315 Management Information Systems (3)**

This course introduces students to the role of information technology and information systems in formal organizations. It includes the study of the use of information technology to build efficient and effective information systems, and focuses on development of information systems that provide meaningful information for management decision making.

Prerequisites: BUS 210

**BUS 320 Business Ethics (3)**

This course is a study of the relationship of business ethics and social responsibility in both U.S and global settings. The emphasis of this course is on the definition, scope, application, and analysis of ethical values pertaining to the functional areas of business at both the domestic and global levels. Ethical and moral considerations of corporate conduct, social responsibilities, policies, and strategies will be explored.

Prerequisites: BUS 115

**BUS 325 Business Finance (3)**

This course will cover the essential elements of finance for businesses. In contrast to the economics courses and money and banking, this course will focus on the individual business and business decision-making. The course will include the role of finance in businesses and their management. Also included will be design assessment and implementation of project financing. This will include consideration of the internal rate of return, breakeven points, and the evaluation of project risks. Students will be introduced to the access to finance, the forms of financing, including debt, equity and bank lending.

Prerequisites: (BUS 220 or BUS 225) and (BUS 236 or BUS 240 or BUS 235) and (MTH 101 or MTH 105 or MTH 110)

**BUS 330 International Business (3)**

This course introduces students to the problems and possibilities of doing business in an international context. It is a survey of two levels of the international

experience: the operating environment and the new challenges to traditional business methods. The course will focus on the basic problems of the manager in international decision-making, and equip the student with concepts and facts that will help in solving those problems.

Prerequisites: BUS 115

### **BUS 340 Financial Markets (3)**

This course introduces students to basic principles of finance, so that they can apply these principles to events and policies in Afghanistan and the rest of the world. Students will learn how to use the basic concepts and tools in finance to analyze economic events and situations. They will also learn the conceptual foundation for key concepts such as time value of money, capital markets, supply and demand for money and credit, and the role of different financial institutions in a modern economy.

Prerequisites: BUS 115

### **BUS 350 Organizational Behavior (3)**

Organizational behavior is the study and application of knowledge about how people - as individuals and groups - act within an organization. This course focuses on factors which impact individual, group, and organizational effectiveness and well-being. Topics covered include leadership, motivation, satisfaction, turnover, communication, decision making, and group dynamics.

Prerequisites: BUS 115

### **BUS 360 Human Resource Management (3)**

The purpose of the course is to introduce students to Human Resource Management and its key concepts, understanding the main functions and responsibilities of the HR manager. The course examines and places emphasis on recruitment, selection, training, compensation and evaluation. Real world examples will be used as much as possible.

Note: This is an e-Learning course

Prerequisites: BUS 115 and BUS 210

### **BUS 370 International Economics (3)**

This course will introduce students to a theoretical framework for the analysis of the determinants of international capital movements, trade imbalances, and nominal and real exchange rates. More specifically, students will be introduced to a theory of current account determination, factors that determine nominal and real exchange rates, types of exchange rate regimes with the discussion of pros and cons of each monetary arrangement, basic determinants of capital mobility, such as uncovered interest parity, exchange risk premium, etc. The theoretical framework would be then employed as the basis for the discussion of recent policy issues such as the emergence of the U.S as a foreign debtor, the developing country debt and currency crises, debt default, and balance-of-payment crises.



Note: This is an e-Learning course.

Prerequisites: BUS 235 or BUS or BUS 236

### **BUS 405 Managerial Accounting (4)**

This course introduces students to the preparation and use of accounting information in the management process. During the course of the semester students will be introduced to the use of budgets, cost-control systems, standard costs, variance analysis, cost-based decision-making, present-value techniques, breakeven concepts, and capital investment decisions.

Note: This course was previously taught as BUS 225 Managerial Accounting.

Prerequisites: BUS 220 or BUS 305

### **BUS 410 Leadership (3)**

The purpose of the course is to provide an introduction to the concepts of team leadership, self directed teams, team building, leadership styles, individual and team performance. The course covers the essential theory and practical skills for successful leadership of teams. Participants are prepared for later management roles. The course consists of formal presentation, activities and exercises. The use of real world examples will be used as much as possible.

This course will be taught in the Spring 2010 as an eLearning course in partnership with AUCA and making use of Moodle for online discussion forums, etc.

### **BUS 450 Advertising and Sales Promotion (3)**

This course focuses on the planning and implementation of a successful advertising program. Students will learn about the world of advertising, how to analyze advertising environments, the use of research, copy preparation, media strategy and planning. Students will also learn how to integrate advertising with other forms of sales promotion, such as point-of-purchase, sponsorships, direct marketing, and public relations.

Prerequisites: BUS 115 and BUS 230

### **BUS 460 Entrepreneurship (3)**

The focus of this course is to explore the driving forces behind start-up ventures. What is an entrepreneur and how do you cultivate the courage, insight, knowledge and intensity needed to achieve great business results? This course will cover in depth the key vehicle for the entrepreneur's efforts – the business plan. The plan helps the entrepreneur attract support and resources from others because it tells them what the business is about, what its strategy will be, how its management thinks and what the financial risks and rewards are likely to be. It also helps the entrepreneur to manage a growing and necessarily complex set of dynamics by providing mileposts and indicating the resources that will be necessary to achieve

them. Finally, it provides a set of standards against which actual performances can be compared. Using case studies, business start-up simulations and well-researched theories we will explore all aspects of the business plan and entrepreneurship.

Prerequisites: BUS 236 or BUS 240

**ECO 230 Introduction to Development (now listed as POL 211).**

**ECO 235 Microeconomics (3)**

Microeconomics is the study of how individuals, households and firms and some states make decisions to allocate limited resources. In this course, students will examine how these decisions and behaviors affect the supply and demand for goods and services, which determines prices; and how prices, in turn, determine the supply and demand of goods and services. Students will be introduced to such microeconomic issues as the notion of scarcity, comparative advantage, efficiency and exchange, the invisible hand, and monopolies, etc.

NOTE: This course was previously taught as BUS 235 Microeconomics.

Prerequisites: ENG 110

**ECO 236 General Economics (3) (GE-S)**

This course is designed to increase one's economic literacy through a study of economic principles and institutions. The course surveys microeconomic and macroeconomic models. Students will gain an understanding of how economists view and solve problems and how to interpret the myriad economic indicators designed to measure economic wellbeing. While the current economic controversies and policy issues are emphasized, students will also be introduced to some of the basic analytical techniques and tools that help define the field.

Prerequisites: ENG 110

**ECO 240 Macroeconomics (3)**

Macroeconomics is study of the performance, structure and behavior of a national or regional economy as a whole. Students will examine the behavior and decision making of entire economies. Topics that will be covered are the sources of long-run economic growth and development, the determinants of such things as the national unemployment rate, the overall price level, the rate of inflation, and the total value of national output, etc.

NOTE: This course was previously taught as BUS 240 Macroeconomics.

Prerequisites: ENG 110

**ENG 099 Writing Lab (0)**

This is a non-credit remedial writing class recommended for all new undergraduate students. Students are tested and placed in a higher level class (ENG 110) if they pass a writing test administered in the beginning of each semester.

**ENG 110 Academic Writing I (3) (GE-C)**

This course is designed to give students the foundation to write unified, cohesive and coherent academic essays. In this course, students will explore the connection between reading and writing. The focus will be on the revision stage of the writing process, with extensive self-revision and peer review. Students will also be introduced to the basic elements of conducting academic research.

**ENG 115 Academic Writing II (3) (GE-C)**

A continuation of Academic Writing I, this course further develops the student's ability to write argument essays and informative reports supported by research. Students will improve their ability to read, summarize, paraphrase and to properly integrate quoted material. Using the university library and its academic databases, students will conduct research and become familiar with a range of scholarly journals relevant to their college curriculum and fields of interest. Prerequisites: ENG 110

**ENG 120 Public Speaking (3) (GE-C)**

This course is designed to help students develop confidence and poise as public speakers. Students will learn to apply current developments in communications and social psychology as they prepare narrative, persuasive, informative and descriptive speeches. By the end of the semester students will be able to demonstrate understanding of the interaction between speaker, speech and audience.

Prerequisites: ENG 110

**ENG 130 Intercultural Communication (3) (GE-I)**

We live in an era of rapid globalization in which being able to communicate across cultures is imperative to our ability to function in a diverse workplace, city, and world. This course will focus on the importance of culture in our everyday lives, and the ways in which culture interrelates with and effects communication processes. The course will focus on communication that occurs among members of different cultures as well as the interethnic and cultural communication in Afghanistan.

Note: This course was previously taught as COM 200 Intercultural Communication.

Prerequisites: ENG 110

**ENG 150 Response to Literature (3) (GE-H) and (GE-W)**

This course surveys examples of American, English and European literature from a variety of genres (short stories, narratives, poetry and drama) and time periods. Through lecture and discussion, students learn how to experience, respond to and interpret literary works and to consider the values selected works express.

Prerequisites: ENG 110

**ENG 200 Business Communications (3) (GE-W)**

This course is a study of communication processes in business with an emphasis on correct language and grammar. Students will learn how to create functional correspondence (such as letters, reports, and memos) that will lead to effective communication in a business setting.

Prerequisites: ENG 110

**ENG 210 World Literature (3) (GE-H)**

This course presents a study of world literature with emphasis on major authors from around the world. All forms of literature will be covered, including poetry, prose, and drama. Class will consist of discussion and written assignments that stress insight into the works and the correlation of history, culture, literature, and other fine arts. Emphasis will be placed on critical, analytic reading skills, participation in-depth, constructive class discussion, and critical, evaluative writing.

Prerequisites: ENG 115

**ENG 215 Expository Essay (3) (GE-C) and (GE-W)**

This class is designed to help the student develop a stronger writing voice, vocabulary, and knowledge of the styles of writing and conventions of the English Language. Students will learn to write process analysis, a cause-and-effect, or a compare-and-contrast, and argumentative essays. Students will also develop the ability to analyze a complex issue from a variety of perspectives, to research, synthesize information, and properly cite references.

Prerequisites: ENG 115

**ENG 220 Creative Writing (3) (GE-C) and (GE-W)**

This course presents a range of practical strategies to help students develop as writers. Students will have the opportunity to write in a wide range of genres, from fiction and poetry to biography, autobiography and travel writing. Students will be encouraged to identify their strengths and interests as writers and develop their own resources of memory, observation and voice.

Prerequisites: ENG 115

**ENG 240 Survey of American Literature I (3) (GE-H)**

This survey course will take the student through the trajectory of American literary experience and identity from native peoples and first contact, to nationhood, the 19th century jeopardy of disunion, on into the Gilded Age and through the 20th century. Basic American themes, such as exceptionalism, will be examined along this trajectory. There will be an interdisciplinary undercurrent that will deepen understanding of works through historical context and the arts.

Prerequisites: ENG 115

**GEO 101 Introduction to Geography (3) (GE-S)**

This course presents the wide range of concepts, categories and tools that geographers use to reveal, describe and explain the distribution of geophysical and human cultural patterns and peculiarities on the surface of the earth. Students will develop an understanding of spatial relationships and sense them not only in their readings but also in their everyday surroundings. Topics, which are derived from various subfields of geography, include maps, population, religion, urbanization, agriculture, environmental conservation, and weather and climate.

**GEO 110 World Regional Geography I (3) (GE-S) or (GE-I)**

This introductory course is designed to give students a broad overview of the geophysical, cultural, economic and political characteristics of Europe, East Asia, Southeast Asia and Oceania. It examines the interactions between culture and environment that shape each of these geographical regions. Emphasis is on historical development and on selected contemporary issues.

Prerequisites: GEO 101

**GEO 115 World Regional Geography II (3) (GE-S) or (GE-I)**

This introductory course is designed to give students a broad overview of the geophysical, cultural, economic and political characteristics of South Asia, Africa, Southwest Asia, Latin America and North America. It examines the interactions between culture and environment that shape each of these geographical regions. Emphasis is on historical development and on selected contemporary issues.

Prerequisites: GEO 101 or GEO 110

**GEO 220 Physical Geography (3) (GE-P)**

This course introduces students to basic concepts of physical geography. Topics covered include: (1) the atmosphere: atmospheric processes, weather, and geographic patterns of climate, (2) the biosphere: soil and vegetation processes, and resulting geographic patterns, (3) the hydrosphere: water in all its phases, movement, and geographic distribution, and (4) the lithosphere: the formation, modification, and geographic distribution of various landforms. Interactions between these geophysical systems and their relationships with cultural processes constitute the earth's complex physical environment.

Prerequisites: GEO 101 or GEO 110 or GEO 115 or ENG 115

Co-requisite: GEO 221 Laboratory

**GEO 221 Physical Geography Lab (1) (GE-P)**

Physical Geography lab takes students through hands-on exercises from which they will gain a deeper understanding of the concepts, processes and themes presented in lecture class.

Prerequisites: GEO 101 or GEO 110 or GEO 115 or ENG 115

Co-requisite: GEO 220 Lecture

**GEO 300 Geography of South Asia (3)**

In this course students explore the cultural and physical geographies of the South Asian Realm where an increasing diversity of regions, places and landscapes meet, overlap and/or merge. This realm includes the states of Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan and Sri Lanka. The course also examines interactions between people and environment at various geographical scales. Emphasis is on historical development and selected contemporary issues concerning cultural and geophysical processes.

Prereq: GEO 101 Lecture Min Credits: 3.00 Or GEO 110 Lecture Min Credits: 3.00  
Or GEO 115 Lecture Min Credits: 3.00

**GER 101 Beginning German (3)**

This beginner's level language course will acquaint the student with the basic vocabulary and structures of the German language. At the end of the course the student will be able to understand, speak, read, and write basic German sentences, using all sentence forms, including questions as well as commands.

Prerequisites: ENG 110

**HIS 101 Introduction to History (3) (GE-H)**

This course introduces students to the discipline of history as a humanistic inquiry into the experience of people in time and space. How do historians interpret and debate the past? How do they gather and make use of their materials and sources? What is historiography? We will cover the emergence of history as a modern discipline of study and survey various concepts, approaches and methodologies in the practice of researching, writing and analyzing history. In addition to an introduction to historical methods, a brief overview of the history of Afghanistan, Islamic civilization and western civilization will be covered.

**HIS 105 World History: 1500-Present (3) (GE-H)**

World History since 1500 provides a global perspective on the past. Understanding a global perspective has become an essential tool of citizenship. In this course, students will examine the development of political, social, economic, and cultural traditions that have shaped the world's peoples from 1500 to the present. We will first examine the global processes of the early modern era that transformed peoples and their societies from 1500 - 1800. Second, we will explore the global dominance of Europeans and their descendents in North America largely through three historical developments - revolution, industrialization, and imperialism from 1750-1914. Finally, we will study the outcomes and unintended consequences of these three historical developments through two world wars, the Cold War, waves of independence movements, decolonization, the end of empires and establishment of new nations, technological advances, and globalization from 1914-present.

**HIS 115 History of Afghanistan (3) (GE-A) or (GE-H)**

Located at the confluence of four regions and known to history as the "Heart of Asia," it has been the destiny of Afghanistan to serve as the battleground for imperial ambitions. In this course, students will examine the impact of Afghanistan's distinctive geography and turbulent history on the development of a modern state. In addition, students will analyze the struggle to assert Afghanistan's independence, efforts at state-building and modernization, domestic and foreign policy during the Cold War era, and the experiment with democracy that was brought to an end by a coup d'etat.

**HIS 120 History of Afghanistan II (3) (GE-A) or (GE-H)**

This course covers the history of Afghanistan from its emergence as a territorially compact nation-state with demarcated borders in the later 19th century to the overthrow of the Taliban regime in 2001. During this formative period, the country witnessed the creation of a modern state and later state collapse as a result of ongoing warfare and instability ending with a renewed attempt at state building. We will examine the process of centralization, modernization, and socioeconomic development as well as the spread of competing ideologies, ethnic conflict and religious extremism. Students will analyze the emergence of modern Afghanistan, impact of modernization, formation of Communist and Islamist parties, abolition of the monarchy, the communist coup d'etat, Soviet occupation, civil war and Taliban rule.

Prerequisites: ENG 110

**HIS 210 Modern Middle Eastern History (3)**

This course covers the history of the modern Middle East with the advent of modernizing reforms designed to meet the challenge of European world hegemony. By the turn of the 19th century, the expansive and vibrant Islamic societies were in a state of decline while the West had undergone a transformation that would ultimately enable it to dominate the rest of the world. In this course, students will examine the ways in which reformers in the Ottoman Empire and Iran struggled to counter European imperialism and meet the challenge of modernity.

Prerequisites: ENG 110

**HUM 101 Introduction to the Humanities (3) (GE-H)**

The humanities focus on the study of literature, philosophy, and the arts. This course is designed to introduce students to the humanities through examination of selected works in drama, fiction, philosophy and the fine arts. The purpose of this course is to promote an understanding of literary and artistic conventions, philosophical issues and approaches, the development of aesthetics and ideas over time, as well as to improve writing skills and critical thinking.

Prerequisites: ENG 110

**HUM 201 Humanities of the Islamic World (3) (GE-H)**

Building on theoretical concepts established in HUM 101, the reflection of cultural norms in the arts, HUM 201 will examine the specific content and shape of the arts in the Islam world. The course will be writing intensive and focused on critical thinking.

Prerequisites: HUM 101

### **HUM 220 Comparative Religious Thought (3) (GE-I)**

This course is an introduction to the core beliefs and spiritual practices of the world's major religions. Students will gain a basic understanding of the foundational beliefs of peoples and cultures in the world today, and to recognize their similarities and dissimilarities to beliefs and cultures of Islam. Students will be challenged to formulate more clearly the views they consider true on a variety of topics revolving around the nature of God, the self, society, and the purpose of human life. Islam will be central to the course and a constant point of reference for all topics.

Prerequisites: HUM 101

### **HUM 320 Religion and Society (3)**

Combining both doctrinal and sociological approaches, this course will examine the doctrines of four major religions (Hinduism, Buddhism, Christianity, and Islam) and the roles they play in their respective societies. On the doctrinal side, this course is an introduction to the core beliefs and spiritual practices of the world's major religions. Students will (1) gain a basic understanding of the foundational beliefs of peoples and cultures in the world today, recognizing their similarities and dissimilarities, and (2) will be challenged to formulate more clearly the views on a variety of topics revolving around the nature of God, the self, society, and the purpose of human life. On the sociological side, drawing on a variety of social perspectives, we will evaluate religion as both a cause and a consequence of other social processes, and will examine and evaluate the diverse ways in which religions engage fundamental issues of the human condition.

This course will be taught in the Spring 2010 as an eLearning course in partnership with AUCA and making use of Moodle for online discussion forums, etc.

Prerequisites: ENG 115

### **ITC 101 Introduction to Computers (3) (GE-IT)**

In this course students will be introduced to computer technology and related social issues. Students will learn about hardware, software, applications in diverse areas. This course will cover topics such as problems concerning computerized services, data banks, governmental controls. By the end of the semester, students will be able to demonstrate problem solving using software packages (such as hypertext, spreadsheets, word processing, database, presentation graphics, etc.)



**ITC 110 Introduction to Information Technology (3)**

This course covers the concepts of information and communication technologies and its key components. Students will be introduced to transforming data into information utilizing database principles, DBMS, and different types of databases. Students will explore the transfer of information via World Wide Web, web technologies, web based applications. The class will also focus on job prospects, social, legal and ethical issues in IT.

Prerequisites: ITC 101

**ITC 210 Computer Systems Hardware & Organization (4)**

This course covers the history of computer systems hardware and organization. Topics will include a comprehensive classification and explanation of basic components, CPU, memory, peripheral devices, storage media & peripheral devices, physical & logical storage, data organization, file storage, programs & software, system and application software, the basic concept of operating systems, architecture and working of computing systems.

Prerequisites: ITC 110

**ITC 215 Programming I (4)**

This course covers concepts of software application development and develops skills in designing and writing simple computer programs. In addition to introducing important programming constructs and methodologies, this course discusses formal and practical study of the definition, applications and implementation of programming languages that includes linguistic concepts of syntax and semantics, translation of high-level languages into executable form, basics of data structuring and sequencing features.

Prerequisites: ITC 110 and MTH 120

**ITC 220 Fundamentals of Networking and Telecommunications (4)**

This course introduces students to topics such as transmission media, impairments, synchronization code, modulation types, multiplexing, and digital carrier systems. The course also covers TCP/IP, LAN Systems and devices, principles of internet working, IP multicasting, VoIP, VPN, Servers and Client server models and design strategies etc.

Prerequisites: ITC 110

**ITC 225 Programming II (4)**

This course is an advanced level of application development. It discusses the design philosophy of Java as a powerful language to program systems and applications for the internet and intranets. Students will examine Java design principles and use Java to construct various advanced level components.

Prerequisites: ITC 215

**ITC 230 Database Concepts (4)**

This course covers the key concepts of data models, data base design and systems to enable students to understand the theoretical basis of databases and be able to apply that knowledge in development, usage and efficient management of relational databases.

Prerequisites: ITC 215

**ITC 320      Advanced Networking & Telecommunications (4)**

This course will allow students to refine their network design and administrative skills through practice and theory. Topics covered will include: layer 2 and 3 of the OSI model and WAN technologies, networks security, enterprise networking and complex router and switch concepts and basic configurations.

Prerequisites: ITC 220

**ITC 410      Web Systems and eBusiness (3)**

Students will integrate knowledge from earlier ITCS courses to learn the fundamentals of 3-Commerce and programming for the World Wide Web. Students will use software engineering principles to take user and business requirements and translate them into highly functional e-Business systems. This course will explore electronic business strategies, architectures, and successful design approaches. Students will gain exposure to appropriate software tools for web development.

Prerequisites: ITC 220 and ITC 230

**ITC 420      Information Technology Management (3)**

This course will provide students with a capstone experience in IT project management. Topics will include project management paradigms, professional practice, ethical issues, computer law, intellectual property, privacy, computing economics, software acquisition, system implementation, knowledge management and human resource management. The course will provide a context for students to integrate knowledge from the IT curriculum with business, culture, psychology and social sciences.

Prerequisites: ITC 220

**JOU 101      Introduction to Journalism (3) (GE-C)**

This course will provide students with a comprehensive overview of the field of journalism. Students will learn the various approaches to writing basic leads and news briefs, researching stories and writing editorials .Students will also discuss the ethical and legal considerations of mass media and how the field of journalism is changing in the 21st century.

Prerequisites: ENG 110

**LGS 110/ 200 Laws of Afghanistan (3) (GE-A)**

This course will give student an overview of the legal system of Afghanistan by focusing on the 2004 Constitution and laws currently in force. The course is divided

into six major sections: the Legal History of Afghanistan, the Constitution and Laws of Afghanistan, Property Law, Commercial Law, Criminal Law, and Individual Rights. The course will expose students to the basic skills of a lawyer through role-play and other interactive exercises, and it will include individual and group homework assignments.

Prerequisites: ENG 110

### **LGS 210 Commercial Law I (3)**

Commercial Law I builds upon the commercial law concepts covered in LGS 110/200. The course begins with a discussion of the history of commercial law in Afghanistan, the role of commercial law in economic development, and the key Afghan commercial law institutions. The course then explores contract law, including problems of contract formation, performance, breach and remedies. The course may be particularly useful to students who wish to pursue a career in law and/or business.

Prerequisites:LGS 200

### **LGS 230 Criminal Law (3)**

Criminal Law begins with the study of the history of criminal law in Afghanistan, theories of punishment and the sources of criminal law. The course then reviews the components of criminal activity, including the mental state and the physical act, before examining, in detail, the elements of specific crimes. Students will also study the theories of criminal defense and the rights of the accused persons, as well as comparative approaches to criminal law. The course is designed to benefit students interested in law, political science, human rights, and/or national security.

Prerequisites: LGS 200

### **LGS 300 Law and Society (3)**

This course will provide an in depth understanding of the links between law and society. At the outset definition and purpose of law, the concept and the definition of society and its components are explored using legal philosophy and sociological theory. Theory is then applied to the context of post conflict societies in order to develop an understanding of legal priorities in such societies including legal reform, citizenship/legal personhood and the role of civil society and private sector in development of legal norms. The course will be evaluated using a combination of written assignment, class presentation and final examination. The course has two main texts and supplementary journal articles would be handed out during the class.

Prerequisites: HUM 101 or LGS 200

### **LGS 310 International Trade Law (3)**

International Trade Law is an introductory survey course, which focuses on the main principles and rules of GATT/WTO system. During this course, students will

specifically study main principles and rules of WTO, applicable exceptions and WTO dispute settlement mechanism. Classes will include lectures, class discussions, and conducting research utilizing the internet and library.  
Prerequisites: ENG 115

**LGS 350 Protection of Human Rights (3)**

Human rights is a concept that is key in the Afghan context, both as value that the civil society, with its international partners, is hoping to implement through the program of development and a value that the Afghans lost out on throughout their recent history. This course combines the Afghan experience with the historical and conceptual development of the human rights ideals and enables the student to build an analytical knowledge of human rights and its application.

Prerequisites: LGS 200 Or HUM 101 Or ANT 110

**MTH 101 Introduction to College Mathematics (3) (GE-M)**

This is an introductory level course designed to review and develop fundamental concepts of arithmetic, algebra, geometry, and statistics. Emphasis will be placed on computational skills and applications of rational numbers; problem solving skills with ratios, proportions, and percent; basic principles and application of algebra, geometry, graphing, and statistics; and measurement skills in U.S. Customary and Metric Systems.

**MTH 105 Mathematics for Business Applications (3) (GE-M)**

This course covers the main mathematical tools necessary for the successful modeling and solving of business problems. Topics include systems of linear equations and their solution methods, elementary matrix manipulations, and basic probability concepts. The introductory calculus concepts such as functions, derivatives, integrals, and the fundamental theorem of calculus are also covered.

**MTH 110 College Algebra (3) (GE-M)**

This course is a functional approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of linear, quadratic, piece-wise defined, rational, polynomial, exponential and logarithmic functions, their graphs and applications.

Prerequisites: MTH 101 or MTH 105

**MTH 115 Mathematics for Business Decisions(3) (GE-M)**

This course provides the basic statistical tools required for analysis of business decisions. Students will learn about descriptive statistics, probability and probability distributions, inferential statistics, regression and correlation, and non-parametric statistics.

Prerequisites: MTH 101 or MTH 105

**MTH 120 Discrete Mathematics (3) (GE-M)**

This course is a prerequisite for ICT computer programming. The topics covered in this course are sequences, series, recursion formulas and matrices. Combinatorial principles and statistics are introduced and VBasic programs are written to calculate sequence sums, permutations and statistical measures of central tendency.

Prerequisites: MTH 101

### **MTH 200 Introduction to Calculus (3) (GE-M)**

The aim of this course is to introduce students to the theory and application of calculus. Topics covered include real numbers, functions, limits and continuity, sequence and series, the derivative and its applications, the definite integral and its application, the inverse, logarithmic and exponential functions, differential calculus of functions of several variables and multiple integration.

Prerequisites: MTH 110

### **MTH 200 Calculus II (3) (GE-M)**

Calculus II is the continuation of Calculus I (Introduction to Calculus) and addresses multi-dimensional analysis as well as Taylor polynomials and Fourier integrals.

Prerequisites: MTH 200

### **PHL 201 Introduction to Philosophy (3) (G-H)**

This course will serve as an introduction to the great philosophical questions and to the various answers proposed. The theory of knowledge, metaphysics, ethics, and logic will be explored. An important goal of the course is for students to learn how to think deeply, logically, and dispassionately on topics of great human interest. Extensive reading of both primary and secondary texts will be required.

Prerequisites: ENG 115 and HUM 101

### **PHL 230 Introduction to Ethics (3)**

What is the right thing to do? Are there general moral rules that we must follow, or do we evaluate moral questions situation by situation? The purpose of this course is to expose students to various historical attempts to answer these questions, and to encourage students to critically reflect on moral questions. By the end of the course, students should be able to formulate well-reasoned arguments in defense of ethical positions, criticize other ethical positions and explain the types of ethical theories studied.

Prerequisites: PHL 201

### **PHL 310 Philosophy of Law (3)**

Where does law come from? Is there such a thing as natural law? How should law be made? In this course students will examine various traditions in law (e.g. positivism, natural law, etc.) to gain insight into the philosophy of law. Students will examine the conditions of legal validity and discuss some key debates in legal

theory.

Prerequisites: PHL 201

**POL 110 Introduction to Political Science (3) (GE-S)**

An introduction to the discipline of political science, and a broad survey of politics, government and public policy around the world. Students will learn how to better understand their own political system and those of other nations. Emphasis will be placed on the political behavior of institutions, social processes, and political actors. The course will include a general survey of political theory, political philosophy and political values.

**POL 210 International Relations (3) (GE-S) or (GE-I)**

The goal of this course is to encourage an analytical approach to the study of world politics. Students will explore theories of how nations, regimes, institutions, and societies interact internally and with their counterparts around the world. By the end of the course, students will have gained a broad understanding of current trends and debates in international relations theory, as well as the tools necessary to utilize this knowledge in analyzing world events.

Prerequisites: ENG 115

**POL 211 Introduction to Development (3)**

Development studies have emerged as an academic discipline in large part due to increasing concern about the economic prospects for the third world after decolonization. This course will look at the history of development and discuss the current debates about development and present the various research methods used to examine the development process; political, social and economic. While the focus will be on the general development process among the less developed countries, the course will include the implication of development study for the Afghanistan and Central Asia.

Prerequisites: ENG 110

**POL 215 American Foreign Policy (3)**

This course provides students with a broad current and historical overview of American Foreign Policy.

Prerequisites: ENG 115 and POL 110

**POL 220 Introduction to Comparative Politics (3) (GE-S) or (GE-I)**

The purpose of this class is to provide students with a basic and introductory theoretical and historical context that will help them to understand and analyze current issues in comparative politics. Specifically we will investigate the contemporary development and historical trends of political institutions, political systems, state building, and patterns of political behavior and policy choices on individual states. It is expected that the students will gain a broader understanding of various political systems and institutions.

Prerequisites: ENG 110

**POL 225 U.S. Politics (3)**

This course is a survey of American politics and government, including the theory of democracy, and the behavior of American political institutions, the electorate, the media, and American governmental branches and their bureaucracies. The last part of the class will focus on U.S. foreign policy, particularly towards Iraq and Afghanistan, after the 9/11 attacks

Prerequisites: ENG 110

**POL 235 Statehood and Identity in Afghanistan and Central Asia (3)**

The politics of statehood and identity in Central Asia is greatly affected by ethnicity and ethnic politics. This is an interdisciplinary course introducing students to the anthropology, culture, history, and politics of Central Asia and Afghanistan. This course will examine how identity in Central Asia has been influenced by the problems of defining identity in terms of territorial units. Students will also look at the various dimensions of statehood and identity, and describe the role of internal and external actors.

Prerequisites: ENG 115

**POL 240 Modes of Dictatorship and Democracy (3)**

This course examines dictatorship and democracy in comparative perspective. It aims to a) introduce students to various theories of “politics”; b) provide students with conceptual models of dictatorship and democracy; c) familiarize students with a number of case studies of dictatorship and democracy; d) encourage students to grasp the political dilemmas faced by modern democracies threatened by terrorism.

Prerequisites: ENG 110

**POL 250 Political Theory I (3)**

What type of government should we have? What purposes does a government serve? In particular, what is the relationship between the state and the individual? In order to examine these questions, students will read the works of several classical thinkers in the Western and Islamic traditions, and explore the theories of different types of states (e.g. monarchies, constitutional republics, etc.)

Prerequisites: ENG 110

**POL 310 Advanced Theories in International Relations (3)**

The study of international relations relies on theories to build an understanding of complex realities. We use theories to understand, explain, and predict multifaceted political phenomenon. We will compare and contrast the assumptions, arguments, strengths, and weaknesses of the prevailing theories, i.e, Realism, Liberalism, and Constructivism. Following this, we will take a critical approach and briefly examine Marxist, Feminist, and Post-colonial approaches and critiques of the mainstream international relations theories.

Prerequisites: POL 210

**POL 315 Political Violence and Terrorism (3)**

Political violence and terrorism affect, influence, and in some cases coordinates domestic politics and international relations of many states. The prevention and resolution of political violence and terrorism make the center stage of many countries politics. The study of political violence and terrorism is highly controversial and value laden. Therefore, in order to have a more in-depth understanding of violence and terrorism, we will approach its study from historical, sociological, religious, and political science perspectives. Political violence and terrorism is used by some as unconventional collective action to make a claim or a statement against each other or against a state.

Prerequisites: POL 210 or POL 220

**POL 340 Government and Politics of Middle East (3)**

This course will offer a comparative understanding of the field of Middle East government and politics. It will analyze the political, social, cultural and economic changes in the Middle East. Students will investigate the ideological trends, political institutions, political systems, state building, patterns of political behavior and policy choices of individual states. The first part of the course is devoted to historical background and general introductory information on religion, geography, culture, society, state building and political organizations. The second part of the course will analyze the dynamics of politics in the contemporary Middle East, which will include the birth and growth of Arab nationalism and other ideologies, the role of the military, social changes, modernization and the place of the Middle East in world politics.

Prerequisites: ENG 115 and POL 210 or POL 220

**POL 370 Islam and Politics (3)**

This upper division course provides a comparative understanding of Islam and politics. The will investigate the concept of Islam as a religion, political Islam as a force, the interaction and the relationship between Islam and politics, political and social institutions of Islam and political Islam, and patterns of political behavior. Furthermore, this course will discuss relations between Islam, democracy, and civil institutions. Students will examine the characteristics of individual states and discuss their similarities and differences in relation with Islam and political Islam.

Prerequisites: ENG 110 and POL 210 or POL 220.

**SCI 101 Introduction to Science (3) (GE-P)**

This course provides students with an introduction to important concepts of Biology, Chemistry and Physics and stresses the real world integration of those concepts. The student will not only get an overview of these sciences but also gain a basic understanding of the rules of science and how they are applied.



**SCI 210 Introduction to Biology (3) (GE-P)**

Introduction to Biology is an examination of basic biological concepts such as the cell, metabolism, genetics, reproduction, development, evolution and ecology. This class is designed for non-science majors.

Prerequisites: ENG 110

Co-requisite: SCI 211 Laboratory

**SCI 211 Introduction to Biology Lab (1) (GE-P)**

Introduction to Biology Laboratory is the laboratory course that goes along with the lecture course Introduction to Biology. It is an examination of basic biological concepts and the role of biology in modern society.

Prerequisites: ENG 110

Co-requisite: SCI 210 Lecture

**SCI 215 Introduction to Chemistry of Life (3) (GE-P)**

Chemistry of Life is intended to teach introductory chemistry via a study of both the basic concepts of chemistry and their application to living organisms. Topics covered will include photosynthesis, metabolism, genetic engineering and cloning, and genetic modification of living organisms are examined in chemical detail. NOTE: This course was previously taught as CHE 215 Introduction to Chemistry.

Prerequisites: ENG 110

Co-requisite: SCI 216 Laboratory

**SCI 216 Introduction to Chemistry of Life Lab (1) (GE-P)**

Chemistry of Life Laboratory is the laboratory course that goes along with the lecture course Chemistry of Life. It is an examination of basic chemical concepts and the role of chemistry in modern society.

Prerequisites: ENG 110

Co-requisite: SCI 215

**SCI 220 Introduction to Physics (3) (GE-P)**

Physics is one of the world's oldest academic disciplines. In this course, students will examine the basic concepts of force, energy and space, time and all that derive from these concepts such as mass, charge, matter and motion.

Prerequisites: ENG 110 and MTH 110

Co-requisite: SCI 221 Laboratory

**SCI 221 Introduction to Physics Lab (1) (GE-P)**

Introduction to Physics Lab is the laboratory course that goes along with the lecture course Introduction to Physics. It is an examination of the basic concepts of physics as it pertains to modern society.

Co-requisite: SCI 220 Lecture

**SCI 330 Introduction to Physiology (3) (GE-P)**

An examination of the basic concepts of animal physiology with emphasis on human physiology. The course will begin with an examination of the evolution of the Animal phyla, the history of vertebrates and the emergence of Humans. The following systems will be explored in detail: Skeletal, muscular, circulatory, respiratory, digestive, immune, nervous, neuro-endocrine and reproductive. Prerequisites: SCI 210 and SCI 215

**SOC 101 Social Science Survey (3) (GE-S)**

This course presents an overview of the field of social sciences and includes the elements and concepts of social organization, social change and group relationships. This course will also touch upon the fields of Political Science and Psychology.

Prerequisites: ENG 110

**SOC 110 Introduction to Sociology (3) (GE-S)**

The course will demonstrate how sociological concepts and theories can be utilized to analyze and interpret our social world. Special attention will be paid to the intimate connection between our personal lives and the larger structural features of social life. Students will be given the opportunity to challenge their "taken-for-granted" or "common sense" understandings about society, social institutions, and social issues. Among topics covered will be culture, socialization, crime and deviance, race/ethnicity, social stratification, the economy, sex and gender, age, family, and education, mass media and the environment.

**SOC 200 Survey Methods (3) (GE-S)**

This is an intensive course in qualitative research methodology. Particular attention is given to research design, forms of data, research presentation and analysis.

Prerequisites: ENG 110

**SOC 201 Public and Private Families (3)**

Studying family is one of the most important discourses in sociology and anthropology. In this course students will study family from a sociological perspective. The course will begin with a general overview of the public and private families, and move on to cover gender, class, race, partnership, marriage, conflict, disruption, reconstitution, and family and society.

Prerequisites: ENG 110

**SOC 250 East and West: The Struggle for Identity (3)**

This seminar will explore the ways in which "East" and "West" employ shifting conceptions of Self and Other to formulate unique identities. Topics will include gender, religion, law, science/technology, development, and modernization as

crucial categories for critically understanding both "Orientalism" and "Occidentalism" in relation to hierarchy and control.

Prerequisites: ENG 110

### **SOC 300 Culture, Psychology and Society (3)**

This interdisciplinary social sciences course will address human behavior in varying realms: as individuals and in groups, as members of distinct cultures and societies and within specific political, economic, social and historic contexts. Our understanding of human activity will address biological and social influences within specific cultural contexts. We will examine behaviors that appear universal as well as those that are distinct to the cultures in which they occur. The course will also focus on intercultural communications which are sometimes difficult, especially when they occur without an adequate understanding of different cultural assumptions, behaviors and practices.

Note: This is an e-learning course.

Prerequisites: ENG 115 and SOC 110

### **SOC 310 Social Research Methods (3)**

The goal of this course is to familiarize students with the basic concepts and procedures of social research to enhance their ability to formulate and undertake problem-oriented study of social science phenomena in a systematic manner. This course will focus on theory and practice of basic/academic and applied research as well as qualitative and quantitative approaches. Students will also become "critical consumers" of research and be able to assess the strengths and limitations of social research studies.

Prerequisites: ENG 115

### **STA 200 Introduction to Statistics (3)**

Statistics provides the tools for prediction and forecasting based on data and is applicable to a wide variety of academic disciplines, from the natural and social sciences to the humanities. In this course students will learn about the collection, analysis, interpretation/explanation and presentation of data.

Prerequisites: MTH 110

### **UNV 101 University Success (3) (GE-U)**

This course is an introduction to university life designed to give students an understanding of how an American university functions, their role as students at the university, and the most important skills needed for success. These skills will include critical thinking, creative problem solving and conflict resolution strategies. Students are required to participate in a group project which provides service to and/or involvement in the community. This class is required by all students in their first semester of enrollment.

## **THE OFFICE OF STUDENT AFFAIRS**

Academic endeavors at the American University of Afghanistan are primary to the student's continued success and achievement of their academic goals. However, equally important is life outside of the classroom and most specifically engagement with the University. It is the challenge of the Office of Student Affairs to help provide students with as many opportunities to be as actively engaged as possible and to promote the students' personal development. As many clubs and activities as there are on campus, ultimately, what you make of your college life is up to you.

Areas included in Student Affairs are as follows:

Office of Residence Life  
Office of Career Planning and Placement  
Student Clubs and Organizations  
Student Activities  
University Success Program

### **Office of Residence Life**

The American University of Afghanistan provides limited space available housing options in University-run male and female residence halls near to the campus. Priority for housing assignments is given to traditionally enrolled, full-time, undergraduate and Foundation Studies Program students. Part-time, evening, and/or non-degree students are housed on a space-available basis only.

The Office of Residence Life manages housing assignments and the day-to-day operations of the residence halls under the guidance of the Supervisor of Residence Life. Each hall also has a full time staff Resident Coordinator (RC) and part time student Resident Advisors (RAs) whose position are to oversee the facility and to help with the transition to university life. Students are encouraged to visit with their RA or RC for any assistance that they may need.

Applications for Residence Halls are available from the Office of Residence Life. Information is available at the Office of Residence Life and at [ResidenceLife@auaf.edu.af](mailto:ResidenceLife@auaf.edu.af).

### **Office of Career Planning and Placement**

The Office of Career Planning and Placement is available to help students in their career choices and finding positions both while in school and after they graduate. The Office coordinates all student employment both on and off campus and also internship placement related to the student's concentration choices. The Office of Career Planning and Placement also advises and counsels students in regard to

career choices, assists students in resume and c.v. preparation, and puts on annual and semi annual Career Fairs as the need arises. This Office should also be the first choice when considering graduate schools as it maintains a list of schools that may be interested in AUAF graduates.

## **Work Study Program**

Transitioning successfully from the academic to the professional world is easier with professional work experience. To assist students in gaining valuable professional experience, the American University of Afghanistan has a Work Study Program. The Program provides students with opportunities to work at the University while pursuing their studies.

Students interested in working at the University apply for general employment and are assigned to departments within the University according to their skills and areas of need identified by faculty and staff. This system ensures that students are placed where they will learn the most and make the greatest contribution to the functioning of the University. As students gain experience and seniority, they can request specific positions.

Students enrolled in the Work Study program are supervised by highly qualified and experienced faculty and staff. Students gain not only professional skills and experience, but also the ability to work successfully in an intercultural, international atmosphere. Students may apply to the Work Study Program at contact the Office of Student Affairs and at [StudentAffairs@auaf.edu.af](mailto:StudentAffairs@auaf.edu.af).

## **Student Academic Honor Code**

At the beginning of the academic year, students will be asked to sign a statement agreeing to abide by the AUAF academic honor code. The University expects that students will complete all examinations, tests, papers and other assignments according to the standards set forth in the academic honor code. Students are responsible for understanding their rights and responsibilities as defined by the academic honor code as set out in the student handbook and to understand the specific requirements for their particular courses.

## **Academic Violations**

Academic violations include but are not limited to:

- Plagiarism
- Inappropriate collaboration
- Inappropriate proxy
- Dishonesty in examinations and submitted work

- Work completed for one course and submitted to another
- Falsification of data

### **Campus Security**

The University security policies and security measures are made and imposed under advisement of the AUAF Security Manager to ensure the safety and welfare of students and employees. All students must comply with all security rules.

## **ADMINISTRATIVE OFFICERS**

### **President**

Dr. C. Michael Smith  
PhD, University of North Carolina at Greensboro

### **Chief Financial and Administrative Officer and Vice President**

Dr. Gordon Anderson  
Ed.D., Higher Education Management, University of Arkansas

### **Founder**

Dr. Sharif Fayez  
B.A., University of Kabul  
M.A., University of Northern Colorado; Ph.D., University of Arizona

### **Executive Assistant to the President and General Counsel**

Mr. R. Michael Smith  
Graduate of the University of Chicago Law School  
LLM, Georgetown University Law School

### **Director of Admissions and Student Recruitment**

Mr. Daniel Seckman  
B.A., University of Nebraska-Omaha

### **Director of Student Affairs**

Mr. H. David Shaw  
B.S. Regents College of Albany, NY, M.A., Arkansas State University

### **University Librarian**

Mr. Mike V. Hanson  
M.A., M.L.S. University of Wisconsin

### **University Registrar**

Mrs. Annant Whalen  
B.A. Delhi University, M.A. Delhi School of Economics

### **Director of Finance**

Mr. Mohammad Naeem  
Diploma in Business Administration, ACCA

### **Director of Human Resources**

Mr. Waheedullah Noori  
Executive MBA, Preston University

**Director of Information Technology**

Mr. Hamdullah Mohib

B.Eng, Computer Systems Engineering, Brunel University

**Director of Facilities and Campus Planning**

Mr. Abdul Mobin Ezzat

B.Sc. Civil Engineering, Kabul University

**Director of Procurement**

Mr. Mustafa Wahaj

B.B.A. Maryam Institute of Higher Education

**Interim Director of the Professional Development Institute**

Ms. Denise Boucher

M.A., Philosophy, Concordia University



## FACULTY

**Mr. Oyelola “Prince” Adegboye**

Instructor of Statistics and Mathematics  
M.Sc., Hasselt University, Belgium.

**Dr. Nangyalay Arsala**

Associate Professor of Mathematics and Science  
B.A., American University of Beirut; M.Sc., University of Leiden; Ph.D., University of Leiden.

**Dr. Christopher Blades**

Associate Professor of Information Technology and Computer Science  
B.A., University of East Anglia; Ph.D., University of Bath.

**Ms. Lia Gladstone**

Assistant Professor of English and Drama  
B.A, Northwestern University, M.F.A. Tisch School of the Arts, New York University.

**Mr. James G. Hart**

Assistant Professor of English  
B.A., University of Montana; M.A., Indiana University.

**Dr. Bahar Jalali**

Assistant Professor of History  
B.A., University of Maryland, College Park; M.A., University of Chicago; Ph.D., University of California, Berkeley.

**Dr. Wali Hamidzada**

Associate Professor of Mathematics and Physics  
Ph.D., University of Rhode Island.

**Dr. Andrew Hook**

Associate Professor of Business  
B.A., Haverford College; M.A., New York University; M.B.A., Columbia University; Ph.D., Cornell University

**Mr. Farid Mamundzay**

Assistant Professor of Business  
B.A., Coventry University U.K., M.S. University of Birmingham, U.K.

**Mr. Eric Cox Merkt**

Assistant Professor of Business

B.A., University of South Carolina; M.A., Lutheran Theological Seminary; M.I.B.S. University of South Carolina.

**Dr. Abdul Qayum Mohmand**

B.A. University of California, Los Angeles; M.A. California State University, Long Beach; Ph.D., University of Utah.

**Mr. Mohammad Haroon Mutasem**

Senior Lecturer in Legal Studies

B.A., Kabul University; L.L.M., University of Washington.

**Dr. Timor Saffary**

Associate Professor of Mathematics and Physics

Diplom (Phys.), Diplom (Math.), Ph.D. (Phys.), Universität Hamburg

Ph.D. (Math.), Helmut-Schmidt-Universität, Hamburg

**Dr. Joyce Killen Shah**

Professor of Natural Science

B.S., M.S., Ohio State University; Ph.D., Wayne State University School of Medicine.

**Mr. Omer Shaheen**

Assistant Professor of Information Technology

M.A., College of Staten Island of the City University of New York.

**Mr. Muhammad Shariq**

Assistant Professor of Information Technology

B.Sc., University of Karachi; M.B.A., Institute of Business Administration;

M.A., University of Karachi; M.S., College of Staten Island of the City University of New York.

**Dr. Seamus O'Sullivan**

Assistant Professor of Social Science

B.A., State University of New York at Oswego, M.A., University of New Mexico,

Ph.D. University of New Mexico.

**Dr. Penelope B. Travis**

Assistant Professor of Science

B.S., University of South Carolina, M.S., Clemson University, Ph.D., Medical University of South Carolina.

**Dr. Jane van Buren**

B.A., University of Wisconsin, M.P.A., Northeastern University, Ph.D., Case Western Reserve University.

**Ms. Cynthia Warren**

Assistant Professor of English

B.A. College of Notre Dame of Maryland, M.A. University of Arizona.

**Dr. Ken Whalen**

Assistant Professor of Geography

B.A., Hunter College of the City University of New York; M.A., University of Maryland, College Park;

Ph.D., University of Florida.

## **FOUNDATION STUDIES INSTRUCTORS**

**Mr. David Anderson**

MA in Sociology from the University of Aberdeen and Certification in TEFL from Lancaster, ESL Instructor, FSP

**Mrs. Marilyn Angelucci**

B.A., Rhode Island College; M.Ed., SUNY New Paltz.

**Ms. Deborah Barrett**

B.A., Wayne State University  
ESL Certification, University of California

**Mr. Anthony Bienkowski**

B.A., Birmingham University

**Mr. Michael Harrison**

M.A., University of Lancaster

**Mr. Christopher Henderson**

M.Ed., The Open University

**Mr. Kevin King**

B.A., University of Miami; M.A., Webster University.

**Mr. Patrick Lyons**

General Coordinator, Foundation Studies Program

**Mrs. Kunduz Muksotova**

University Diploma, Osh State University, M.Ed., Aga Khan University,  
M.Ed., University of Massachusetts.

**Ms. Masuda Wardak**

M.A., University of Wales

## GLOSSARY OF TERMS

**A.A.** - Associate of Arts degree: Awarded upon satisfactory completion, with an overall C average, of 62 credits comprised primarily of General Education Requirements.

**Academic Calendar** - An annual publication listing all official dates and deadlines for the academic year.

**Academic Year** - The traditional annual cycle of academic semesters: fall, spring, and summer

**Admitted** - Students who have applied and have been accepted to the University in a degree-seeking status. Admission is not validated until the student registers for and attends classes.

**B.A., B.S., Baccalaureate** - Bachelor's degree: the traditional undergraduate degree. Bachelor of Arts or Bachelor of Science.

**Catalog Year** - The year during which the regulations published in a specific edition of the Undergraduate Catalog apply. A student's academic year, which begins when the catalog takes effect in the fall semester, is governed by the regulations for academic requirements published in the catalog in effect at the time the student begins undergraduate studies. A student may petition to change his or her catalog year to a more recent year, but may not revert to an older catalog year once the change has been made.

**Classification** - A code indicating a student's academic level (year).

**Course Numbering System** - A system of course prefixes and numbers.

**Continuous Enrollment** - Undergraduate students who register for and complete at least one course in one term in an academic year are continuously enrolled.

**Corequisite** - Two courses that must be taken concurrently.

**Credit** - One semester hour, one hour per week of lecture or two or more hours per week of laboratory work.

**Cum laude** - Graduating "with honors."

**Curriculum** - A course of study required for a particular degree program.

**Dismissal** - Students who do not satisfy academic requirements after being placed on academic probation may be dismissed from the university. Students may also be dismissed due to other violations of the student code of conduct adopted by the university.

**Drop** - To drop a single course from a given term.

**Drop/Add period** - A period of time beginning the first day of classes when students can adjust schedules by dropping or adding courses or changing sections of a course. Courses dropped during the official drop/add period are not subject to fees.

**Dual Enrollment** - Simultaneous registration at two educational institutions.

**Enrollment** - Registration for course work and payment of fees constitutes official enrollment.

**General Education Requirement** - University-wide requirement of the basic studies that form the foundation of all undergraduate degree programs.

**Good Standing** – A student in good standing is Eligible to continue to register for university course work.

**Grade Point Average (GPA)** - The ratio of grade points earned to semester hours carried. The AUAF GPA is computed on University course work only.

**Grade Points** - The number of points attributed to a grade (A=4, B=3, etc.) times the number of credit hours in the course.

**Magna cum laude** - Graduating with "high honors".

**Major** - A subject of academic study chosen as a field of specialization.

**Matriculation** - Enrollment as an admitted, degree-seeking student.

**Medical Withdrawal** - Student drops all courses in a given term based on medical documentation. Fees for the semester are refunded.

**Permanent Academic Record** - The complete list of a student's courses attempted, grades and credit earned, degrees awarded, and any other relevant academic information.

**Petition** - A written request seeking a waiver of or an exception to a University regulation, policy or deadline.

**Prerequisite** - A condition that must be met to establish eligibility to enroll in a program or course.

**Probation, Academic** - Any undergraduate with less than a 2.0 cumulative GPA shall be placed on academic probation.

**Readmission** - The procedure for a previously admitted/enrolled student to re-enroll in a degree-seeking status after a break in enrollment of more than one term.

**Registration** - The process by which a student officially selects and enrolls in university course work. Registration is not complete until appropriate fees are paid.

**Residence** - A student's tenure within the university.

**Schedule of Courses** - Registration information provided each term with academic regulations and a listing of all courses offered.

**Semester** - A standard academic term (fall or spring) of approximately 16 weeks of instruction.

**Student Learning Outcomes** - What students are expected to learn by completing a particular major.

**Summa cum laude** - Graduating with "highest honors."

**S-U Option** - A provision by which a student may elect, with prior approval, to enroll in a course, the grade for which is not computed in the grade point average. Grades awarded are S (satisfactory) or U (unsatisfactory).

**Transcript** - A statement of the student's complete course work, grades, credit and degrees earned at the American University of Afghanistan.

**Transfer Credit** - Course work completed at another institution that may be applicable toward a specific major, minor or degree.

**Transient Student** - A student from another academic institution who receives permission to register (for one term) as a non degree-seeking student to earn credit to transfer back to his or her parent institution.

**TOEFL**- Test of English as a Foreign Language. For admission to the undergraduate program the lowest acceptable score is 500 on the paper based test and 61 on the internet based test.

**Writing Requirement** – The University requires all students complete 24,000 words of designated writing courses. Courses are identified by a “W” in the schedule of courses and on the course description.



