



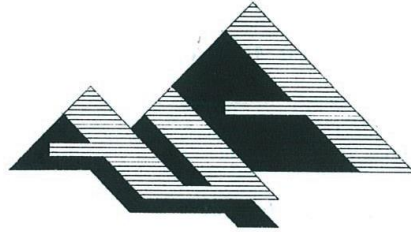
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AMERICAN UNIVERSITY OF ARMENIA

*General Information • Courses and Degrees*

*1998 – 2000*



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# AMERICAN UNIVERSITY OF ARMENIA

*General Information  
Courses and Degrees*

**1998–2000**

While every effort is made to incorporate available information accurately at press time, the University reserves the right to make changes without prior notice. Please consult with the University offices for up to date information.

## University Information Guide

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Courses and Degrees, American University of Armenia,  
1998-2000

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### President's Message



*Haroutune Armenian, M.D., Dr. P.H. is the President of the American University of Armenia, and the Dean of the College of Health Sciences, and the Director of the Center for Health Services Research. He is a Professor at the Johns Hopkins School of Hygiene and Public Health. He has served as the Dean of the Faculty of Health Sciences at the American University of Beirut and has been the manager of a number of health manpower and health services development projects in numerous countries. His research has a focus on chronic disease epidemiology, disaster and historical epidemiology using Armenian parish records.*

The idea of an American style graduate university in Armenia was developed at one of the bleakest moments of the history of Armenia; following the 1988 earthquake that resulted in an unprecedented level of destruction and casualties in recent memory. However, with the establishment of this University a moment of adversity was turned by its founders into positive achievement. The small group of people that planned AUA, were agents of change who were able to see the historical opportunity to affect the lives of a large number of people.

The establishment and development of a University, outside the United States, based on the American model, was not an accident. The American higher educational system provides an approach that can help train the type of expertise Armenia and the Region need to make the appropriate economic and social-developmental transitions at the start of the new millennium.

As primarily a graduate university, AUA is involved not only in imparting knowledge but also in developing actively new knowledge through research. The university is a direct participant in sustainable long term development of Armenia and its region. Our Research Centers provide a venue through which students and faculty participate in development.

The University provides an environment that encourages academic excellence, freedom of inquiry, personal integrity and a concern for societal issues. As the educational programs evolve over the next few years, we hope to achieve more multi-disciplinary integration that helps develop the person beyond narrow technical expertise.

The students at the AUA have a personal responsibility for their education. During their education students have the opportunity to develop critical thinking and analytic reasoning as well as problem solving skills. These are some of the challenges that the new students have to face at the AUA. This catalog is a window that the University opens on itself for those interested in the institution. It provides information about the programs, philosophy, people, and various rules that the University has. However, we have to be aware that the University is a very active and dynamic system. There is a constant and lively pace of change at the American University of Armenia and what is presented in this catalog provides only a fixed vision about the University at one point in time. We hope that our website will continuously provide updates of information about the University.

This is a higher educational institution that has been innovating at a number of levels. The challenges that the founders of AUA have set for this University are being met on a daily basis by its faculty, staff, students and alumni.

HAROUTUNE K. ARMENIAN

### President Emeritus's Message



*Mihran Agbabian, Ph.D., was named the first President of the American University of Armenia in 1991. Professor Emeritus of Engineering and former Chairman of the Civil Engineering Department at the University of Southern California, Agbabian is an elected member of the U.S. National Academy of Engineering, the Armenian Academy of Sciences, and recipient of the Distinguished Engineering Alumnus Award of the University of California at Berkeley. Agbabian has served on advisory committees of the National Science Foundation, the National Research Council and State of California. He is serving as AUA President Emeritus since 1997.*

Education and research are essential for a country that has decided to build its future on the principles of democracy. The challenge facing the young people of Armenia is to establish themselves as successful citizens and to make an important contribution to the economic growth and political development of their country and their region. The record of Armenian youth is a glorious example of adapting to difficulties and accepting new challenges. Armenian horizons now point to new challenges in the face of many new difficulties. It is a new beginning for the youth of the nation and the region. The American University of Armenia has entered into a partnership with the people of Armenia to provide the opportunity for education and research to the young people of Armenia and the region.

The initial emphasis at the AUA was on Engineering and Business Management at the graduate level. Later, the University has also introduced graduate programs in Political Science, Public Health, Law, and Teaching of English as a Foreign Language. Because we believed that the graduates of the State University system of Armenia and equivalent institutions already possess a strong undergraduate education and have mastered their native language, we decided to start with graduate degree programs by building on that solid base. The language of instruction was set on English because it enables international communication and makes it possible to establish and enhance economic and political relations within the region and the world. Our experience over the past six academic years of AUA has supported this decision fully.

The key to a strong graduate education is the coupling of research with studies in the classroom. The Research Centers at AUA provide our students the chance to work with faculty and local experts of great distinction. We believe that these research activities will generate new ideas in basic and applied fields that will advance the students' own intellects while producing direct benefits to society at large.

It gives me great pleasure and satisfaction to see the commitment and hard work of our students. Faculty and staff are encouraged to dedicate themselves to their responsibilities as long as they see their students' parallel enthusiasm in preparing themselves for positions of leadership.

MIHRAN S. AGBABIAN





*"The American University of Armenia is an important event in our cultural and scientific life. What do we expect from this university? No matter how talented we may be we need a new way of thinking in our institutions, and this university in Armenia will give us the means to acquire this new way of thinking."*

**Levon Ter-Petrossian**  
*First President of the Republic of Armenia*

*"AUA building located at 40 Bogramian Street in the center of Yerevan, the capital of Armenia"*



### **Founding Board of Directors** **American University of Armenia**

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President, Armenian General Benevolent Union

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Partner, Offices of Alcalde & Fay

THEONY CONDOS, Secretary  
Associate Director, Education Abroad Program, University of California

JAN BEHRISIN, Advisor  
Office of the General Counsel, University of California

**Financial Support**

The University receives financial support from the Ministry of Education and Science of the Republic of Armenia. In addition, the Ministry and the government of Armenia provide in kind and logistical support to the operation of the University. The Armenian government has granted the University the six story building in central Yerevan where the University is currently located.

The University receives major financial support for its operations from the Armenian General Benevolent Union (AGBU), a non-profit corporation established in 1906, with branches worldwide, to preserve and promote the Armenian identity and heritage through educational, cultural and humanitarian programs. In addition to its annual support commitment, the AGBU undertakes fund-raising on behalf of the University to establish its permanent endowment fund. The University also receives significant contributions for operational expenses from donations made by the Lincy Foundation, Eurasia Foundation, government agencies, other private foundations, and concerned individuals, such as Mr. Sarkis Acopian.

AUA has received major funding for capital improvements from the U.S. Agency for International Development. The U.S. Information Agency has provided grants both for capital improvement and special academic programs.

*"Although AGBU has major humanitarian and cultural projects in Armenia, we are well aware that education is one of the most important long-term investments we can make for the people of Armenia and its neighboring republics as they compete in the free world. We are pleased that other sponsors and investors are joining us in helping AUA fulfill its promise to prepare a new cadre of professionals."*

*Louise Manoogian Simone  
President,  
Armenian General Benevolent  
Union*

### Academic Calendar 1998–1999\*

#### ADMISSION CALENDAR

Application Deadline	May 8
Institutional TOEFL Exam at AUA	May 11
Start of Intensive English Program	May 25

#### SPRING QUARTER 1998 March 9 – May 22

Registration	March 5
Instruction Begins	March 9
Maternity and Beauty Day**	April 7
Good Friday**	April 10
Genocide Memorial Day**	April 24
Victory and Peace Day**	May 9
Instruction Ends	May 15
Final Examinations	May 16 – May 20
Spring Quarter Ends	May 22

#### SUMMER QUARTER 1998 May 25 – August 7

Registration	May 21
Instruction Begins	May 25
Armenian Independence Day**	May 28
American Independence Day**	July 4
Instruction Ends	July 31
Final Examinations	August 1 – August 5
Summer Quarter Ends	August 7

#### FALL QUARTER 1998 August 31 – November 13

Registration	August 27
Instruction Begins	August 31
Independence Re-establishment Day** (AUA Charter Day)	September 21
Commencement Ceremony	October 19
Instruction Ends	November 6
Final Examinations	November 7 – November 11
Fall Quarter Ends	November 13
Thanksgiving**	November 26

#### WINTER SESSION 1999 January 5 – March 6

The Winter session is reserved for special tutorials and preparatory classes. Regular classes are not scheduled.

\* The academic year of AUA begins with the spring quarter and ends with the following winter quarter.

\*\* University will be closed on the dates indicated.

### Academic Calendar 1999 – 2000\*

#### ADMISSION CALENDAR

Application Deadline	May 7
Institutional TOEFL Exam at AUA	May 10
Start of Intensive English Program	May 24

#### SPRING QUARTER 1999 March 4 – May 21

Registration	March 4
Instruction Begins	March 8
Maternity and Beauty Day**	April 7
Good Friday**	April 2
Genocide Memorial Day**	April 24
Victory and Peace Day**	May 9
Instruction Ends	May 14
Final Examinations	May 15 – May 19
Spring Quarter Ends	May 21

#### SUMMER QUARTER 1999 May 20 – August 6

Registration	May 20
Instruction Begins	May 24
Armenian Independence Day**	May 28
American Independence Day**	July 4
Instruction Ends	July 30
Final Examinations	July 31 – August 4
Summer Quarter Ends	August 6

#### FALL QUARTER 1999 September 1 – November 17

Registration	September 1
Instruction Begins	September 5
Independence Re-establishment Day** (AUA Charter Day)	September 21
Commencement Ceremony	October 10
Instruction Ends	November 10
Final Examinations	November 11 – November 15
Fall Quarter Ends	November 17
Thanksgiving**	November 25

#### WINTER SESSION 2000 January 10 – March 10

### History of the University

On December 7, 1988 an earthquake measuring 6.9 on the Richter scale rolled through the then Soviet Republic of Armenia, killing 25,000 people and leaving another 500,000 homeless. The human tragedy and economic devastation shocked the world and opened the Republic to unprecedented humanitarian and technical assistance from all over.

In the aftermath of earthquake, many Western specialists in the field of earthquake engineering visited Armenia and had the opportunity to interact with their Armenian counterparts. It was during one such meeting in 1989, that the idea of an American style technical university in Armenia was proposed by Yuri Sarkissian, then rector of the Yerevan Polytechnic Institute, to Armen Der Kiureghian, Professor of Civil Engineering of the University of California at UC Berkeley, as a way to build a new basis for education and training in Armenia.

The idea soon evolved into the broader goal of establishing a graduate university on the American model. From this seemingly simple idea followed the earnest pursuit for the organizational framework to make this happen. Leading these efforts were two earthquake engineering professors, Milran Agbabian of the University of Southern California and Armen Der Kiureghian of the University of California at Berkeley. What began as a fantastic vision soon became a goal to which many academics in America and Armenia lent their support. Professor Stepan Karamardian, formerly Dean of the Graduate School of Management at the University of California, Riverside, joined Agbabian and Der Kiureghian early and in their quest to make this a reality. They approached the Armenian government and several organizations seeking support to establish an American university in Armenia.

The idea was realized with the crucial support of the Armenian government and two major institutions in the United States: the Armenian General Benevolent Union (AGBU) and the University of California (UC). From the very beginning, the government of Armenia and specifically the Ministry of Higher Education and Sciences (now the Ministry of Education and Science) gave relentless logistical and financial support to the realization of the University. Despite the momentous political and economic changes occurring

in Armenia and the region from 1989 to 1991, the Ministry delivered its unwavering support facilitating steps and removing hurdles.

AGBU agreed early on to underwrite a major share of the operational funding necessary to launch the University. From the beginning, AUA also benefited from a vital working relationship with the University of California. When approached for its technical assistance, David P. Gardener, then President of the University of California responded by appointing a task force, chaired by then Senior Vice-President for Academic Affairs William R. Frazer, to explore the feasibility of UC's participation in this project. The task force visited Armenia in July 1990. A year later, the Regents of the University of California unanimously agreed to an affiliation with the University. Based on this affiliation, UC now lends its valuable technical support and educational experience in assisting the development of the American University of Armenia, providing support in the training of a faculty cadre, and the development of a program of ongoing exchange and cooperation.

On September 23, 1991 Armenia declared its independence. On the same day, AUA began instruction with 101 students enrolled. In a phenomenally short time, the vision had become a reality.

### The Mission of AUA

As an institution of higher learning, the American University of Armenia provides teaching and research programs that prepare students to address the needs of Armenia and the surrounding region for sustainable development, in a setting that values and develops academic excellence, free inquiry, scholarship, leadership, and service to society.

Its academic program currently provides graduate education in Business and Management, Earthquake Engineering, Industrial Engineering, Political Science, Health Sciences, Law and Teaching English as a Foreign Language. Its emphasis on graduate programs is intended to complement the State Universities and Institutes in Armenia and elsewhere which provide undergraduate education. AUA has established the Center for Business Research and Development, the





*"Dr. Vartkes Gnooni, Minister of Higher Education and Sciences of the Republic of Armenia, Ms. Louise Manoogian Simone, President, Armenian General Benevolent Union, President Mhram Aghabian and Dr. Michael Kouchakdjian, Director of Administration on the occasion of the first AUA graduation ceremony, October 1993"*

Engineering Research Center, the Center for Policy Analysis, the Center for Environmental Management and Research, the Center for Health Services Research and the Legal Resource Center to promote research in these fields in conjunction with its graduate teaching.

AUA faculty members are invited to promote learning and knowledge by teaching and conducting research. The exchange between faculty members and students is based on intellectual openness. Students are encouraged to formulate critically and creatively their own paths of understanding and pursue diversity in knowledge. As a public service to the community, AUA also provides certain courses through its extension program.

By providing teaching, research and public service, AUA seeks to serve Armenia and the region and provide a positive model in their transition to a market economy and democratic style of government. The University aims to prepare graduates who will play a constructive role in the social and economic development of Armenia and the region. The use of English as the language of instruction is intended to facilitate communication between graduates of AUA and their colleagues throughout the world, and to attract an international faculty cadre and student body.

### **Student Body**

While most students attending AUA are predominantly from Armenia, it encourages the enrollment of foreign students and seeks to develop a diversified international student body including most notably students from the region of the Caucasus and other former

Soviet republics. The University also encourages applicants from diverse backgrounds including those who seek graduate education for retraining in their current profession or a change in their careers.

### **Campus**

AUA is located in a six-story modern building at 40 Marshall Baghramian Avenue in the center of Yerevan. Originally constructed as a center for the political education of Armenia's youth, the building was ideally suited for the university and is fully equipped with lecture halls, auditoriums, laboratories, library facilities and offices. The University has also undertaken significant renovation in the building to adapt its use to the needs of the faculty and students.



*"AUA Cafeteria"*

### **AUA Center**

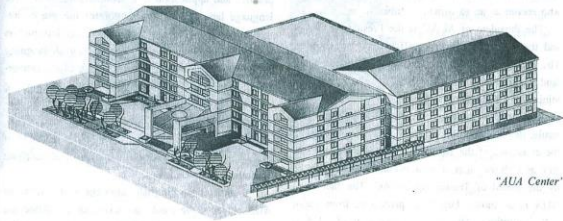
AUA Center is the first Western-style, multiple-use facility for conducting business and hosting conferences in Armenia. Situated in the center of

Yerevan, the Center has an area of 7,500 sq. m. (80,700 sq. ft.).

AUA Center is owned and operated by the American University of Armenia. With this modern, state-of-art business and conference center, AUA



*"AUA Center under construction"*



*"AUA Center"*

Yerevan, AUA Center provides all the accommodations necessary for organizing successful business meetings including conference/meeting rooms, offices, a business center, an auditorium, overnight hotel rooms, retail space, and a restaurant. The Center also supports AUA's educational activities by providing office and classroom space to the

seeks to apply its accumulated knowledge and experience by contributing to the economic development in Armenia through the support of business, industry and private sector. AUA Center will become a locus for new academic activities as well as international business, commerce, and investment in Armenia.



## Organization and Administration

AUA is an independent, private non profit Armenian institution. The University is the joint undertaking of the Ministry of Education and Science of the Republic of Armenia and the American University of Armenia Corporation (AUAC), a California Public Benefit Corporation organized exclusively for educational and charitable purposes under internal Revenue Code Section 501(3)(c), with its principal office in California. The University's activities are under direction of a Board of Directors, with AUAC having organizational responsibility of AUA and the implementation of the University's educational program. In this AUAC benefits from the assistance it receives from the University of California, with which it is affiliated.

AUA's Founding Board of Directors consisted of nine members. Four of its members were appointed by the Ministry of Higher Education and Sciences of the Republic of Armenia and four members appointed by AUAC. The ninth member was the President of AUA, who served as an ex-officio member.

The President of AUAC is the President of AUA and the executive officer of all University activities. The President's office in the U.S. is located in Oakland, California. This is the University's central administrative headquarters outside Armenia. University policies such as academic admission, courses and curricula, development, and finance are formulated with the assistance of the Deans and Program Directors as well as with the input of various committees appointed by the Board of Trustees of AUAC. The faculty of AUA is composed largely of professors from major U.S. institutions. The administrative staff of AUA is composed of Armenian and U.S. citizens.

## Academic Program

AUA currently offers graduate instruction leading to the Master degree in six graduate programs: Business and Management, Industrial Engineering and Systems Management, Law, Political Science, Public Health, and Teaching English as a Second/Foreign

Language. Program requirements and courses are described in detail under the respective College, Department or School. By way of preparing for the academic program, AUA also offers its students instruction in the English language and in computer applications.

## Intensive English Program

Since English is the medium of instruction at AUA, the University offers the intensive English Program (IEP) to provide applicants with a six-months' English language course designed to raise their proficiency to the level required to carry out academic work in English. The courses are specially designed to prepare students in expository writing, oral communication skills, group discussions, reading skills, and use of special technical language as required to fulfill their degree requirements in an English-medium University. Applicants are admitted to the IEP based on the criteria listed in the University's admission requirements.

Classroom instruction is combined with external practice and application in a sophisticated, interactive language laboratory that incorporates the use of authentic videotaped linguistic and cultural information appropriate for the development of English language skills. The Language Resource Program of the University of California in Los Angeles (UCLA), working with the Armenian professionals in the field, is responsible for the design, implementation, evaluation, and staffing of this Program. The faculty consists of highly qualified Armenian instructors and teaching specialists from UCLA.

In addition to English language instruction for AUA students, the combined American and Armenian faculty provide graduate level methodology and linguistic courses for Armenian teachers of English, some of whom are recruited into the AUA English Language Program.

## Library

The AUA Papazian Library (AUA PL) was founded shortly after the university's establishment in



"AUA Papazian Library: reading room, Internet Center"



Antranig Antreassian of California, as well as by the former Haigazian University College and the American Center Library of the US Embassy in Yerevan. The extensive collection of journals and periodicals, audio/video materials, CDs and slides are also in high demand.

The library's on-line public access catalog system is highly appreciated by patrons and many library specialists. Being the only fully automated library in the region, Papazian Library serves

1991. Since its beginning, the AUA PL has grown in volumes and readership. Today it is one of the most popular libraries in Armenia, serving not only the students, faculty and staff of the university, but also the students, scholars and researchers from other institutions, as well as the general book-loving public of Armenia. The popularity of the library is first of all conditioned by its unique collection of over 15,000 volumes in the academic disciplines offered by the university, as well as fiction, arts, and humanities, etc. The most valuable portion of the collection consists of book and periodical donations by writer

its patrons in a fast and effective way. The rich collection of reference materials allows the librarians to satisfy the wide range of patrons' information needs using diverse media from print to CDs to the Internet.

In the newly reconstructed ground level of the library, along with the stacks, there are study rooms for project discussions, and an electronic media center for reviewing audiovisual materials, CDs and slides. The library is in process of subscribing to periodicals on CDs. Several terminals have been assigned to provide public access to the Internet.

## Computer Facilities

Computers are widely used at AUA for teaching, research, administration and communication functions. The university computer facilities (consisting of PC's, Macintosh and Sun computers, Java stations, laser printers and CD-ROM's) are connected through a local area network. The system allows remote computing, electronic mailing, and transferring of data between various stations. A dial-up access for the University e-mail users is also provided by telephone lines.

The university is connected to the Internet via dedicated lines, serviced by local Internet service providers with links to Canada (Teleglobe) and USA (MCI). It runs its own Internet domain AUA.AM with WEB and FTP servers. Most of the university computers are Pentiums. There are more than one hundred eighty PC's, MAC's, and Sun computers integrated into a network. The Netra J computer is used as an Armenian SunSITE, serving local users.



"Computer Laboratory"

The Computer Center provides instructional courses in various applications for AUA and Extension Program students. The university instructional facilities include a 40-station language laboratory, equipped with TV monitors and tape-recorders.

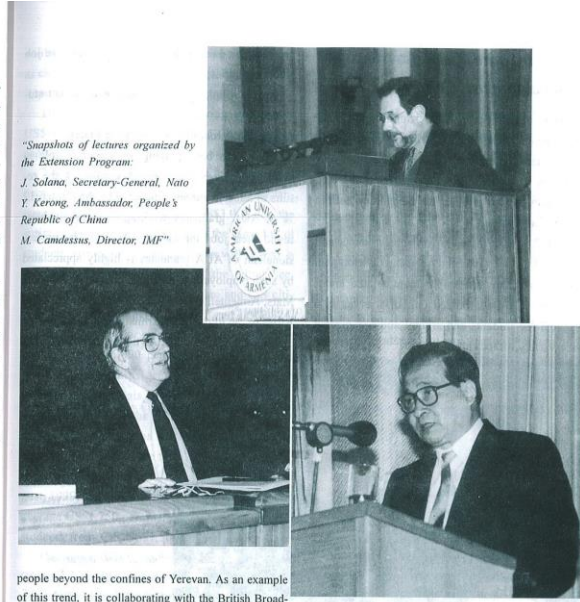
## University Extension

Since its inception in 1992, AUA's Extension Program serves as the University's interface with the community. It targets certain sectors in government, academia, and private organizations to help them fulfill - by means of flexible and innovative programs - any further education and training programs they may need. These may deal with issues that have local or international significance and are designed to encourage a better understanding of social, economic, and political realities.

Programs and courses dealing with language proficiency, public administration, and social sciences are offered in the form of regular classes, public lectures, and seminars. People who come from the public or private sector attend these events. The Extension Program has included courses and lectures on environmental safety, library science, translation and interpretation, negotiation and settlement, accounting, banking, English, finance, taxation, government, media,

Armenian language teaching, international economic relations, business communication, office management, and public administration. Programs may span anywhere from a few hours to a few months, depending on need. It is seeking to expand its programs to reach

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"Snapshots of lectures organized by the Extension Program."

J. Solana, Secretary-General, Nato

Y. Kerong, Ambassador, People's

Republic of China

M. Camdessus, Director, IMF"

people beyond the confines of Yerevan. As an example of this trend, it is collaborating with the British Broadcasting Corporation and Armenian State Television towards achieving this goal.

With the active cooperation of USAID and the MacArthur Foundation, the Extension Program has promoted seminars, workshops dealing with the further professional development of lawyers and judges, as well as a conference dealing with topics in Political Science as it pertains to Transcaucasia today.

Our Lecture Series features prominent leaders in Armenia and abroad who deliver a lecture - every three weeks or so - on topics of interest to the general public. Questions and answers follow these lectures. This event is transcribed and circulated, in both English and Armenian, in the form of a Newsletter and the

University's Internet site. Past speakers have included Mr. Javier Solana (Secretary General of NATO), Mr. Gagik Harutunian (President of Armenia's Constitutional Court), Mr. Vahram Nercissiantz (Chief of Mission of the World Bank), Mr. Serj Sarkissian (Armenia's Minister of the Interior and National Security), Mr. Andrey Urnov (Ambassador in Armenia of the Russian Federation), and others.

The Extension Program's activities are not part of the University's degree programs and are offered on a non-credit basis. Nevertheless, it is a very busy part of University and community life. As a measure of its popularity, it has attracted some 1,500 campus visitors and participants annually in the past.

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## Alumni and Career Development Center

Established in Spring 1996 Alumni and Career Development Center (ACDC) aims to contribute to career establishment and development of the AUA graduates. It presents and defends their interests, contributes to their professional recognition both in Armenia and abroad.

ACDC was designed to provide students and alumni of the AUA with an on-going development process in career and employment related areas. The Center is a centralized unit that serves as a resource for students and alumni and organizes a wide variety of activities:

- seeks for training programs for prospective job opportunities,
- creates a link between alumni and current students,
- conducts promotion of AUA graduates.

ACDC has been playing an important role in graduates' career placement. According to the results of a recent survey conducted by the Center, 12 % of AUA graduates working in Armenia have found their jobs through the ACDC. The professionalism of AUA graduates is highly appreciated by such employers as KPMG, Johnson & Johnson, Mars, Armentel, Coca-Cola Bottlers, different Ministries of the Republic of Armenia, and other private and public organizations. As the reputation of AUA



"Round table discussion among employers and AUA students during Career Day"

- contacts organizations and agencies functioning in Armenia to obtain information on job opportunities and provides AUA graduates with this information, brings both parties together for employment purposes,
- provides job search training for AUA students and graduates: organizes career days, workshops and seminars on topics related to writing a resume and a cover letter, development of interview techniques and job search strategies,

graduates increases in value, a growing number of employers are applying to the ACDC to be first in line for our graduates.

### Tuition Fees

Applicants should consider carefully the financing of their education at AUA from the time of their admission to the completion of their degree. Please note that fees are subject to change without notice.

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At the time of registration, applicants are classified as citizen or non-citizen according to the laws of the Republic of Armenia.

The application fee for applying to AUA is US\$10 (local applicants) or US\$45 (foreign applicants).

The tuition fee for students in the preparatory course, which consists of training in English language and computer skills, is US\$3,000 for the entire program. While tuition fee is the same for all students, Armenian and CIS citizens will receive a scholarship covering a portion of the tuition fee. Currently, scholarships for Armenian and CIS citizens are correspondingly US\$2,662 and US\$2,324.

The tuition fee for students in degree programs at AUA is US\$6,000 per year or US\$2,000 per quarter. Scholarships are available and will be awarded on the basis of academic performance. While tuition fee is the same for all students, Armenian and CIS citizens will receive a scholarship covering a portion of the tuition fee. Commencing in September, 1998, and extending through August, 1999, scholarships for Armenian citizens will average US\$1,750 per quarter, per student, and for students from CIS US\$1,500 per quarter.

The tuition fee schedule will be posted by the Office of the Registrar on a quarterly basis. Fees may be refunded if students withdraw from enrollment, provided they file a "Cancellation of Registration" Petition and a "Petition to Withdraw" before the second week of classes. Tuition fees will not be refunded after the second week of classes.

## Financial Assistance

The University provides financial assistance to a limited number of students. Applicants with a demonstrated need for financial aid may apply for financial assistance from the University which grants it on a selective basis. Financial assistance given to students on the basis of financial need is determined by the University. Graduate Assistantships are granted at the discretion of the University, on a competitive basis, depending on the student's scholastic achievements. No financial assistance of any form is granted unless the student is in good academic standing at the University. Applicants should pay particular attention to early deadlines in applying for financial assistance and should complete necessary forms well in advance.

## Housing

Most students currently attending the University have made their own personal living arrangements in Yerevan. Students are encouraged to do so. In addition, Yerevan faces a serious shortage of rental housing and applicants should acquaint themselves with the various living arrangements in the city and plan their accommodations well in advance. The University does not provide housing, but may help identify appropriate housing.



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## About Armenia



Map of Armenia

AUA is located in Yerevan, the capital of Armenia, considered one of the oldest cities in the world, founded around 782 B.C. as the fortress city of Erebuni. Today Yerevan is an urban metropolitan center which is home to about 1.3 million inhabitants residing in its spread of 300 square kilometers. Yerevan lies at an altitude of 950–1200 meters above sea level and is surrounded by beautiful hills and mountains. Mount Ararat is visible from many parts of the city. The climate is generally temperate. Winter can be harsh, particularly in the mountainous regions. The spring is short-lived, the summer lasts four months, while autumn is mild, sunny and golden.

The city, like many European cities, is built around a central downtown area. It has many squares and

open spaces offering travelers a chance to explore it by walking along parks, fountains and numerous statues. During the spring, summer and fall seasons, one often encounters open air concerts, exhibitions and theaters. The city enjoyed a high standard of living by Soviet standards. During the Soviet period, Yerevan became an industrial and scientific center with research and development in fields of high technology and defense. The city has many scientific and educational institutes which provide a concentration of highly technical talent. Yerevan also developed an active cultural and artistic life with annual opera, ballet, symphony and theater seasons. It is home to approximately 20 museums ranging from modern art to history and culture. In addition, Yerevan houses

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extensive public libraries, including libraries exclusively designed to meet the needs of Armenia's children. Most notably however, Yerevan is home to the ancient manuscript library, the Matenadaran, which includes about 30,000 Armenian illuminated manuscripts, some dating back to the fifth century A.D.

Outside Yerevan, Armenia offers many tourist attractions. Geographically, the country occupies an area of approximately 30,000 square kilometers with the majority of its territory lying at an altitude of 1,000–2,500 meters above sea level. Mt. Aragats, the highest peak in Armenia, reaches an altitude of 4,000 meters. Having declared Christianity as its state religion in 301 A.D., Armenia has many churches, historic temples, and fortifications, dating as far back as the first century A.D. While most Armenians belong to the Armenian Apostolic Church, which adheres to the basic tenets of Eastern Orthodoxy, a small percentage of the population adheres to the Catholic, Protestant, Aminist, Jewish and Moslem faiths.

The official language of Armenia is Armenian, a language belonging to the Indo-European linguistic family with an alphabet of its own invented by Mesrop Mashtots in 404 A.D. Most people know Russian, and English is fast becoming a commonly used additional language. Armenians are known for their warmth and open hospitality making the stay of every visitor a very special experience.



"Republic Square – Yerevan"



"The Cathedral of Holy Etchmiadzin"



"Zvartnots International Airport – Yerevan"

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## ACADEMIC EDUCATION

### *Admission and Academic Policies*

The American University of Armenia seeks to admit students with demonstrated scholastic achievement, high intellectual potential, and the motivation to accomplish goals that are commensurate with the University's desire to prepare leaders for Armenia and the surrounding region. Students are selected on the basis of their academic records including their individual and scholastic achievements.

Because the number of students who can be accepted is limited, admission to AUA is based on a detailed review of the applicant's academic record and on a seriousness of purpose in seeking to undertake studies at AUA. In selecting students only for the graduate level of study, it is AUA's goal to contribute in a significant way to the development of potential leaders for Armenia and the region.

AUA offers graduate programs that are intended to develop critical analysis and depth of knowledge in chosen fields of study through advanced coursework, independent study, and research. By offering its instructional programs in English, AUA strives to make these programs accessible to qualified individuals from throughout the region.

THEONY CONDOS

**Theony Condos, Ph.D.**,  
is the Director of  
Admissions at the  
American University of  
Armenia. Since 1995,  
Dr. Condos has been an  
Associate Director of  
the University of Cali-  
fornia Education  
Abroad Program.

### *Graduate Admission*

#### I. APPLYING FOR ADMISSION

All applicants for admission to the graduate programs of AUA must complete and submit an application packet to the University's Office of Admissions in accordance with the Schedule of Admissions. The packet must include:

- (a) an application form,
- (b) a financial information form,
- (c) applicant's undergraduate diploma(s) with its copy,
- (d) all previous college or university transcripts with their copies; if the original transcripts are in a language other than Armenian or Russian, then a notarized English translation is required,
- (e) three letters of recommendation, and
- (f) a non-refundable application fee of dram equivalent of US\$10 (local applicants) or US\$45 (foreign applicants).



"Snapshot of the Office  
of Admissions and Student  
Academic Affairs"

The transcript submitted by each applicant must indicate all courses taken by the applicant and the grades earned. Applicants who are graduating in the current year, and who do not have access to their complete records by the time the application packet is due, must submit all available transcripts, a list of all courses in which applicants are currently enrolled, and provide, to the best of their knowledge an estimate of

the overall grade point average of all their undergraduate coursework. An official copy of the applicant's complete records from the previous college or university must then be submitted to the Office of Admissions by the final deadline for completing the application packet.

#### II. ADMISSION REQUIREMENTS

To be considered for admission to AUA's Degree or Certificate Programs, an applicant must meet the General Admission Requirements and the College Specific Requirements.

##### GENERAL ADMISSION REQUIREMENTS

An AUA applicant must meet the following minimum requirements to be considered for admission to AUA:

- (a) applicant must hold a degree from a 4 year or 5 year program, from an accredited institution of higher education,

- (b) applicant must have a cumulative Grade Point Average (GPA) of 3.0 or higher on a scale of 4.0, or 4.0 or higher on a scale of 5.0,
- (c) applicant must satisfy the English Language Proficiency Requirement as explained below,
- (d) applicant must take the standardized graduate examination applicable to the particular program as explained below.

### I. ENGLISH LANGUAGE PROFICIENCY REQUIREMENT

Since the language of instruction of AUA is English, command of the language, both oral and written, is required for admission to the degree/certificate programs at AUA. Applicants must demonstrate a level of English proficiency commensurate with the demands of a Degree or Certificate program offered in English.

An applicant is considered to meet the English Language Proficiency Requirement in the following circumstances:

- (a) if the language of instruction of the institution from which he/she received the undergraduate degree is English,
- or
- (b) by attaining a recent 550 or higher score on the Test of English as a Foreign Language (TOEFL).

#### The TOEFL Examination

Applicants should request the Educational Testing Service (ETS) to send their TOEFL test results directly to AUA's U.S. office in Oakland, California. They must include AUA's TOEFL Institution Code (4151) and Department Code (99) in their score report requests.

Applicants must ensure that their TOEFL scores are received by AUA on or before the deadline for applicants. Applicants who have taken the TOEFL examination within 2 years of the deadline for submission of the Application Packet, and have attained a

550 or higher score are considered to have met AUA's English Proficiency Requirement. Applicants who have achieved less than a recent 550 TOEFL score must take the institutional TOEFL exam at AUA.

#### The Intensive English Program

Applicants who achieve less than a 550 TOEFL score, and who have met all other General and College Specific Requirements, may be admitted to the Intensive English Program on a competitive basis.

### 2. STANDARDIZED GRADUATE EXAMINATION REQUIREMENTS

Each applicant to a graduate degree/certificate program must take the appropriate graduate standardized examination. Applicants to the MBA program must take the Graduate Management Aptitude Test (GMAT). Applicants to the Masters Programs in Industrial Engineering, Political Science, and Public Health must take the Graduate Record Examination (GRE).

Applicants who have met all General and College Specific Requirements, including the English Language Proficiency Requirement, may register to take the GMAT/GRE. Such applicants may not, at AUA's expense, take the GMAT/GRE at a location other than the Yerevan Test Center. Only test scores of examinations taken within the past two years of the application deadline will be considered for admission. In all cases,



"Students preparing for TOEFL exam"

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applicants must request from the respective testing institution that their scores be reported directly to the University's U.S. office in Oakland, California.

### III. DIRECT APPLICATION FOR ADMISSION TO AUA PROGRAMS

If an applicant meets the General Admission Requirements and the Program Specific Requirements, has satisfied the English proficiency requirement as defined in this admission policy, and has taken the appropriate standardized graduate examination, the applicant may apply directly to AUA's graduate programs. The applicant must submit his application packet by January 15 and must ensure that all required test results are directly sent to AUA's U.S. Office and received by January 15 in order to be considered for enrollment in the spring. Upon timely receipt of all required documents, the Admissions Committee will then consider the applicant for admission. Review of any application will be delayed if the application packet and all necessary documents are not duly completed and submitted in a timely fashion.

#### NOTE TO ALL APPLICANTS

All admission decisions are made by the Admissions Committee. Although no single factor is in itself determinative, the Admissions Committee will consider all information submitted by the applicant. Meeting the minimum requirements does not guarantee admission, which is granted on a competitive basis in light of the applicant's entire academic profile and the University's ability to accommodate the applicant in the program in which he or she wishes to study.

### IV. SPECIAL ADMISSION

In very rare cases, the Admissions Committee may, at its discretion, admit an applicant who does not meet the minimum requirements, but who otherwise demonstrates the potential to successfully pursue an academic program at AUA. Students admitted to AUA in this category are considered to be on probationary status and must meet the conditions specified in their letters of admission. Students not meeting these probationary admission conditions will be subject to dismissal.

### V. APPEAL PROCESS

Applicants who have not been accepted into the IEP or AUA's Degree/Certificate programs may appeal, once, to the Admissions Committee in writing. Applicants should present a written statement giving all relevant reasons, including new factual evidence and information pertaining to their record and admission. The applicant must appeal within 15 days of the Committee's decision. The Admissions Committee will then reevaluate its decision and notify the applicant accordingly.

### VI. NOTIFICATION OF ADMISSION DECISIONS

Admission to the University is granted through the University's Office of Admissions. Only a letter from the Director of Admissions constitutes official notice of admission to a degree/certificate program at the University, or to the Intensive English Program. In order to be considered for admission at AUA, each applicant is responsible for ensuring that AUA has received the necessary application, documents, and GRE/GMAT/TOEFL scores by the announced deadline. All documents, unless otherwise stated in the admission policy, must be submitted to the Office of Admissions at 40 Marshall Baghramian Avenue, Yerevan, Armenia 375019.

## Academic Procedures

### I. REGISTRATION

Graduate students must register with the Office of the Registrar each quarter until completion of all requirements for the degree or certificate. The Office of the Registrar will not register a student until fees have been paid. Students receiving financial assistance must check with the Office of the Registrar to ensure proper payment or waiver of the fees. If tuition fees are not paid by the deadline set forth by the Office of Registrar, the student may be denied admission to classes. Registered students may cancel their registration and receive reimbursement for paid tuition fees during the first two weeks of classes. After the second week of classes, students who wish to withdraw will forfeit the tuition fees.

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## II. COURSEWORK AND UNIT LOAD

Graduate courses are assigned a unit value. One graduate course unit normally represents four hours of work per week by the student including class attendance, laboratory, or research. Graduate students must carry a full-time course load for each quarter during which they are enrolled in an AUA graduate program. Each graduate course is generally offered for 4 units of coursework. Registered graduate students must take a minimum of 12 or 16 units per quarter, depending on the specific requirements of the degree or certificate program. A course load of more than 16 units requires prior approval from the Dean or Acting Dean.

## III. THE QUARTER SYSTEM

The graduate program at AUA is normally offered during three academic quarters: spring, summer, and fall. Courses and independent studies may occasionally be offered during the winter quarter.

## IV. GRADES

The work of students at AUA is evaluated on the basis of letter grades as follows: A (excellent), B (good), C (satisfactory), D (unsatisfactory), I (incomplete), F (fail), P (work incomplete due to University circumstances beyond the student's control but of passing quality). For individual studies and seminars, students may be evaluated on the basis of the following: S (satisfactory) and U (unsatisfactory). The grades A, B, and C may be modified by plus (+) or minus (-) suffixes reflecting the strength of the grade.

Grade points per letter are assigned as follows: A=4, B=3, C=2, D=1, F=0. When attached to the grades A, B, or C, plus grades carry three-tenths of a grade point more per unit, and minus grades three-tenths of a grade point less per unit, except for A+, which carries 4.0 grade points. A student's grade point average is computed on a scale of 4.0 and is based on courses taken at AUA. Grades A, B, C, D and F are used in determining the grade point average. Grade P is granted after the University has undertaken all necessary steps to ensure proper completion of the course by the student. Although grades P, S and U carry no grade point and are excluded from all grade point com-

putations, students receive course credit. Grade I carries no grade point and students do not receive course credit until completion of all necessary coursework and assignment of a grade. Graduate students at AUA must maintain an overall grade point average of at least 3.0 in courses taken at AUA.

## V. REPETITION OF COURSES

Graduate students must repeat courses in which they received a grade of D or F. When a student repeats a course in which he or she received a D or F, degree credit will be given only once, and only the most recently earned grades will be used to calculate the student's cumulative grade point average. Students who received a grade of C+, C or C- have the option to repeat a course. Degree or certificate credit and grade points will be computed in the same manner as for courses which must be repeated. Students receiving the I grade must duly complete the requirements of the course, or repeat the course, within one year from the time the grade was assigned.

## VI. ACADEMIC STANDING (INCLUDING PROBATION AND DISMISSAL)

Based on their performance, graduate students at AUA are classified as: 1) in good academic standing, 2) on probationary status, or 3) subject to dismissal. Students are considered to be in a good academic standing if: 1) they are making adequate progress toward completion of degree requirements, and 2) they have a cumulative grade point average of at least 3.0.

### Probation and Dismissal

Students who are not in a good academic standing are considered to be on probation or subject to dismissal. Probation is intended to provide a student whose performance is less than satisfactory with a period in which to correct the deficiencies and to raise performance to a level consistent with the minimum standards required by the University.

Graduate students can be placed on academic probation and ultimately dismissed if they fail to make normal progress toward their degree or certificate. At the end of each quarter the Office of the Registrar reviews the records of all registered graduate students.

Those whose records indicate academic deficiencies, i.e., a grade point average below 3.0 or inadequate progress toward completion of degree or certificate requirements, are reported to the Dean or Acting Dean, who will notify these students that they are on probation, subject to dismissal, or dismissed. A student who has been dismissed from the University will not be readmitted.

Letters notifying students of probationary status will specify the nature of the problem or deficiency, the steps to be taken to correct the deficiency, a reasonable period in which to correct the problem or to show acceptable improvement.

A student who remains on probation during two consecutive quarters may be subject to dismissal. Students are subject to dismissal if they do not correct their academic deficiencies after a reasonable period of probation. Students are removed from probationary status when they raise their grade point average to at least 3.0.

Students have the right to appeal academic or administrative decisions that terminate their progress toward the degree. Generally, students should initiate an appeal at the administrative level at which the action was recommended. Only after the student's appeal has been heard at that level may it be referred to the next higher administrative or academic level. In cases of dismissal from the University, students

may appeal to the Academic Standing Committee which consists of all the Deans and Acting Deans. This written appeal must be filed directly with the Director of Student Academic Affairs who will forward the appeal to the Academic Standing Committee in Oakland, California.

## VII. DEGREE/CERTIFICATE REQUIREMENTS

### Graduation Requirements

Colleges and Programs set their own subject requirements for the degree/certificate. All study programs must be approved by the Dean or Acting Dean of the appropriate College or Program. Student must complete all published course requirements and must maintain a minimum grade point average of 3.0 in order to graduate. Degrees/certificates are awarded once each year in October.

### Completion of Requirements for the Degree/Certificate

Students have a maximum of three years in which to complete all published requirements for their degree/certificate. If they do not finish in that period, their candidacy will lapse automatically. The appropriate College will terminate the candidacy of students within a reasonable time after their candidacy has lapsed.







## College of Business and Management

### ACADEMIC MISSION AND PROGRAM

The College of Business and Management offers a two-year full-time graduate program leading to the degree of Master of Business Administration (MBA). The MBA is a general degree designed to prepare future business entrepreneurs, managers of private enterprises, and government executives. It is expected that the graduates of the College will assume leadership positions and play pivotal roles in the development of Armenia's and the region's economies and private business, and in international economic relations.

In an era marked with profound technological and institutional changes, communication revolution, globalization of the market place, and the transition to a free market economy, the ability to adapt to new conditions and realities is an essential requirement for effective and innovative management. The future leaders of both private and public sectors in the region must not only have the technical competence and knowledge to manage organizations and people, but also act as agents of change.

With a strong international orientation, the MBA program is designed to help the future managers interact freely and effectively within the global competitive environment. The curriculum also takes into consideration the unique economic, social and cultural needs and conditions of the region.

RUBINA OHANIAN

*Rubina Ohanian, Ph.D., is the Dean of the College of Business and Management and the Director of the Center for Business Research and Development at AUA. Dr. Ohanian has extensive experience in consulting with Fortune 1,000 companies. Her list of clients includes such companies as MCI Telecommunications, BellSouth Telephone, Kentucky Fried Chicken, Coca Cola, and Harley Davidson, to name a few. She has taught in the MBA, Ph.D. and Executive Education Programs at Emory University and Florida State University. Her published work has appeared in journals such as The Journal of Advertising Research, The Journal of Advertising, Current Issues such as Research in Advertising, and Journal of Marketing and Public Policy.*



#### COLLEGE GRADUATION REQUIREMENTS

To graduate with MBA degree, students must successfully complete 94 quarter units with a cumulative grade point average (GPA) of 3.0 or higher. A minimum of two academic years of full time residency is required of students enrolled in the Program.

#### THE MBA CURRICULUM

The MBA courses are divided into 12 core and 10 elective courses. The elective courses are selected by the student. The required core courses serve as prerequisites to the elective courses and the Business Project course.

#### Required Core Courses:

These are designed to introduce the student to:

- (a) a set of analytic concepts, tools, and techniques drawn from economics, mathematical modeling, quantitative and statistical analysis, and computer based information systems, which are essential for rational decision making in a modern, complex economic environment,
- (b) a common body of knowledge about human factors, organizational structures and behaviors, and other economic, political and social forces that shape and constrain management decisions, and
- (c) a set of functional areas of business and management including finance, accounting, marketing and operations.



"Professor E. Herron with students of Business and Management"

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#### Elective Courses:

Students may choose 10 courses from the set of elective courses that provide in depth and broad knowledge about areas covered in the core courses.

#### Business Project:

This required course in the second year is experiential learning component of the MBA program where materials learned in the classroom are applied in a tangible situation. Students, preferably working in teams, act as consultants to a manufacturing, governmental or service organization – to analyze and solve actual and current problems facing the organization. The project enables students to address, define and analyze problems, evaluate and recommend alternative solutions, and plans for their actual implementation. While most of the course involves on site field work, the Project also includes classroom follow up focusing on project management and administration techniques, as well as written and verbal communication skills.

#### Specialization:

The MBA program offers three optional specializations: Accounting, Finance and Management. To graduate with a specialization, a student must complete 4 elective courses in the selected field with an average GPA of 3.0 or higher in those elective courses.

#### Faculty, College of Business and Management

RUBINA OHANIAN, Ph.D. University of Texas at Austin  
Dean

*President, The Ohanian Group, business consulting firm, Atlanta, Georgia*

JAMES ANDERSON, Ph.D. Washington University  
Professor

*Professor, California Polytechnic State University, San Luis Obispo*

RONALD BENSON, Ph.D. University of Iowa, Iowa City  
Professor

*Professor, Western Connecticut State University, Danbury, Connecticut*

VARTKES BROUSSALIAN, Ph.D. University of California, Los Angeles  
Professor

*Former Senior Economist, Office of Management and Budget*

FAROUK HEIBA, Ph.D. University of Pennsylvania  
Professor

*Professor and Chairman of Marketing and International Business  
United States International University, San Diego*

HAROLD KASSARIAN, Ph.D. University of California, Los Angeles  
Professor

*Professor, University of California, Los Angeles*

JOSEPH MCGUIRE, Ph.D., Columbia University  
Professor

*Professor Emeritus, University of California, Riverside*

EARL SNELL, Ph.D. Stanford University  
Professor

*Professor and Director of Finance Program Westminster College, Salt Lake City*

DEIRDRE BIRD, Ph.D. Purdue University  
Associate Professor

*Associate Professor, Northeastern University*

MICHAEL CONRAD, Ph.D. Stevens Institute of Technology  
Associate Professor

*Former Associate Professor of Management La Salle University, Philadelphia*

ALLEN GREENWOOD, Ph.D. Virginia Polytechnic Institute and State University  
Associate Professor

*Assistant Professor, Northeastern University*

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VAHAN JANJIKIAN, Ph.D. Virginia Polytechnic Institute and State University  
Associate Professor  
*Assistant Professor, Northeastern University*

JULIA NEWTON, Ph.D. University of Texas, Austin  
Associate Professor  
*Associate Professor, University of Incarnate Word, San Antonio, Texas*

DAVID WATT, Ph.D. Michigan State University  
Associate Professor  
*Associate Professor, Agricultural Economics North Dakota State University, Fargo*

MICHAEL KOUCHAKDJIAN, Ph.D. Columbia University  
Assistant Professor  
*Project Executive, AUA Center*

WILLIAM TAYLOR, Ph.D. University of Colorado  
Assistant Professor

ROBERT BAINES, J.D. University of Arizona  
Visiting Lecturer

\* The Faculty's most recent home institution and rank are shown in italics.



## Course Descriptions

### REQUIRED

#### MANAGEMENT:

##### BM209. Introduction to Organization and Management (4).

The purpose of this course is to understand interrelationships of structure, operations, and processes and how individual and group behavior influence operational, managerial, and strategic activation in the firm. Emphasis will be on acquiring knowledge and skills necessary for the effective practice of management (pre-requisite NONE).

##### BM212. Production and Operations Management (4).

The focus of the course will be on the quantitative aspects of the elements which constitute the effective and efficient operations strategies of an enterprise. Emphasis will be equally placed on the means for attaining organizational objectives for the both service and manufacturing oriented entities. Topical areas will be the planning for and management of services and/or products, the design of processes, work measurement, facility location and layout, forecasting, and the scheduling measurement and control of quality and physical resources. Software applications package and techniques can be used (pre-requisite BM209).

##### BM260. Strategic Management (4).

An integrative course designed to provide an executive perspective of strategy. Teaches how to make and analyze complex decisions to describe the firm's strategies for long-term survival and growth in competitive markets. Examines techniques for analysis of environmental conditions and trends, opportunities and threats, resource strengths and limitations. Suggest how to plan, both the strategic and operating levels. The primary method of instruction will be case analysis (pre-requisite BM209).

#### MARKETING:

##### BM224. Principles of Marketing (4).

An introduction to the role of marketing within the business firm. Quantitative methods and behavioral theories are utilized. It provides the student an oppor-

tunity to apply analytical concepts and techniques developed in economic, quantitative analysis, accounting, and finance to marketing problems. The course will utilize case studies, and oral and written presentations. Specific topics to be covered include: customer analysis and buyer behavior, market segmentation, market research, distribution channels, product pricing and strategy, pricing, advertising, and sales force management (pre-requisite NONE).

#### ACCOUNTING:

##### BM206. Managerial Accounting (4).

An introduction to the use of accounting for managerial planning and control of the operation of an enterprise. The focus will be on the understanding and interpreting of cost data, control reports and performance evaluation methods, and the use of the accounting information in decision making. Case studies will be utilized. Specific topics to be covered include: product costs, cost reports, relevant costs for short-term and long-term decisions, accounting controls for production activities and for decentralized operations, including transfer pricing (pre-requisite NONE).

##### BM216. Financial Accounting (4).

This course will be focused on the topics of: uses of accounting information in decision making; fundamental accounting methods concerning assets, income, and cash flows; basic accounting issues involving economic resources, debt, and equity capital; and interpretation and uses of accounting data and financial statements (pre-requisite NONE).

#### FINANCE:

##### BM207. Financial Management (4).

Analysis and management of the flow of funds through an enterprise and the role of the financial markets. Specific topics to be covered include: financial statement analysis, the nature of risk, valuation of investments, optimum sources of financing, cash management, credit policy, cost of capital and capital budgeting (pre-requisites BM203 and BM216).

#### ECONOMICS:

##### BM205. Macroeconomics (4).

An introduction to the principal determinants of national income and employment, and the analysis of the

operation of the market system responsible for economic instability. Specific topics to be covered include: determination of national income, business cycles, fiscal and monetary policies, economic growth, international trade, and economic development (pre-requisite NONE).

**BM203. Microeconomics (4).**

An introduction to economic analysis of business decisions of a firm relating to the determination of prices, production outputs and inputs, and the impact of the competitive environment on business strategies. Specific topics to be covered include: supply and demand curves, production functions, firms' investment decision under certainty and uncertainty, prices in a perfectly competitive market, general equilibrium and input-output analysis (pre-requisite NONE).

**QUANTITATIVE METHODS:**

**BM201. Business Statistics (4).**

An introduction to statistical methods and techniques as tools for management decision making. Specific topics to be covered include: sampling and sampling distributions, parametric and non-parametric statistical inference methods, simple and multiple regression, and forecasting techniques as applied to business and management problems (pre-requisite NONE).

**REQUIRED OTHER**

**BM292. Business Law and Ethics (4).**

A study in Armenian Commercial Law focusing on Armenia's new commercial legislation, especially the draft Civil Code which will be the primary piece of the legislation regulating business. Also, business ethics will be discussed with an emphasis on ethical business practices in Armenia and in Eastern/Central European countries (pre-requisite NONE).

**BM209. Business Project (4).**

This course is the experimental learning component of the MBA Program where materials learned in classroom are applied in a tangible situation. Students, preferably working in teams, act as consultants to a manufacturing, governmental, or service organization—to analyze and solve actual and current problems facing the organization. The project enables students to address, define, and analyze problems, evaluate and

recommend alternative solutions, and plans for their actual implementation. While most of the course involves on-site field work, the project also includes classroom follow-up focusing on project management and administration techniques, as well as written and verbal communication skills.  
(Pre-requisites ALL REQUIRED COURSES).

**REQUIRED INTERNATIONAL BUSINESS PERSPECTIVE** – any one of the following courses can be taken to fulfill this requirement:

**BM281. International Marketing (4)**

This course will be focused on the topics of variations in the market and trade patterns around the globe; product development/adaptation, product/service mix, pricing policy, promotional alternatives, and channel of distribution issues across national cultures and international markets. The course will use a case-analysis approach to solving practical global marketing problems (pre-requisite BM224).

**BM279. International Accounting (4).**

The course will cover the international dimensions of accounting and control, policy issues of foreign currency transactions, transactional reporting and disclosures, international standards of accounting and auditing (pre-requisite BM206 or BM216).

**BM297. International Economics (4).**

This course studies the effects of the international marketplace on the domestic outcomes of a small open economy. There are two main topics which are of concern: trade and international prices (e.g., exchange rates and world interest rates). Much of the time in this course will be spent on trade issues: why countries trade, the pattern of trade, the effect of determination of exchange rates and interest rates (pre-requisite NONE).

**BM232. International Financial Markets (4).**

Conceptual understanding of foreign exchange markets, Eurocurrency market, international bond market, and equity markets in various countries. Emphasis on underlying economic principles, although, where relevant, institutional features helpful in understanding structure and operations of the markets to be dealt with in detail (pre-requisite BM207).

**ELECTIVES**

**MANAGEMENT:**

**BM255. Entrepreneurship, Innovation, and Creativity (4).**

This course develops a set of entrepreneurship and of creativity-intensive firms. The course addresses the needs of the would-be entrepreneur as well as the manager of creative and entrepreneurial activity within established organizations. This course also serves as a framework and catalyst to stimulate entrepreneurial motivation (pre-requisite BM209).

**BM259. Organization Analysis and Change (4).**

This course provides approaches to analyzing organizational structure and decision processes, including the study of organizations as systems in a rapidly changing global environment. Topics include: applied behavioral analysis, group development/decision making, intergroup dynamics, transformational leadership models, change-management processes and strategies, and the effect of change on individuals, organization strategy/goals, and viability of the firm. This course will rely heavily on case analysis (pre-requisite NONE).

**BM225. Management Information System (4).**

Concepts and methods used in the analysis and design of business and management information systems. Case studies and computer software will be utilized during the course. Specific topics to be covered include: alternative system development strategies, estimating system cost, information requirement analysis, data models, data-flow diagrams, and software design (pre-requisite NONE).

**BM226. Human Resource Management (4).**

A general overview of personnel policies and practices in organizations. The course will focus on human resources from the perspective of the human resource professional. Specific topics to be covered include staffing, training and development, performance evaluation, compensation, employee discipline, work safety/health, and labor/management relations. Current examples/illustrations of human resources policies and practices will be used throughout the course (pre-requisite NONE).

**BM208. Organizational Behavior (4).**

The study of behavior in modern and dynamic organizations. The course explores the interaction of individuals, groups, and organizational processes as they influence the management functions. Major emphasis will be given to the application of management concepts/theories to actual work situations in Armenia and throughout the world. Specific topics to be covered include: personality, motivation to work, basic leadership models, group dynamics, power and organizational politics, organization culture, and career management (pre-requisites NONE).

**MARKETING:**

**BM280. Applied Consumer Research (4).**

Examination and evaluation of marketing information sources and system for opportunity identification and analysis, planning, decision making, and control. (Pre-requisites BM201 and BM224/concurrently).

**BM283. Marketing Management (4).**

An examination of strategic and tactical planning and decision making in consumer goods, services and non-profit organization. Cases will be used to provide for application experience (pre-requisite BM224).

**ACCOUNTING:**

**BM290. Auditing (4).**

Theory and practice underlying the auditor's examination and reporting on financial statements. Includes professional ethics, internal controls, and the selection and application of auditing procedures with an emphasis on Generally Accepted Auditing Standards (pre-requisite BM206 or BM216).

**BM269. Accounting System and Control (4).**

The course covers the design and implementation of accounting system, including those of sales, receivable, purchases, cash receipts and disbursements, payroll, production control, etc. Topics on auditing, internal accounting controls, and related topics will be emphasized (pre-requisite BM206 or BM216).

**BM271. Cost Accounting (4).**

The course covers the reconstruction of economic events from financial statements, the measurement and reporting of working capital and long-term plant as-



sets, intangible assets, sources of long-term capital, fund statements, financial analysis, and accounting for partnership (pre-requisite BM206 or BM216).

**FINANCE:**

**BM264. Investment Analysis (4)**

Behavior of investment markets and pricing of securities. Topics include: security analysis, management of fixed-income securities, portfolio management, and equity investment strategies. Material on operation of securities markets and institutional details of trading also included (pre-requisite BM207).

**BM245. Corporate Finance (4)**

Analysis of main decision areas of managerial financial management, aimed at principles generally applicable to all types of organizations. Emphasis on financial planning and control, sources of funds, developing objectives and standards which lead to effective allocation and use of organizational resources (pre-requisite BM207).

**BM284. Management of Financial Institutions (4)**

Study of financial policies and practices of commercial banks, savings and loan associations, pension funds, insurance companies, and other major financial institutions. Review of current major problems facing senior managers in these financial institutions. (Pre-requisite BM207).

**BM266. Financial Analysis and Decision Making (4)**

The study of capital investment strategies of the firm with the emphasis on cost of capital, rate of return,

capital replacement and risk taking in the competitive environment (pre-requisite BM207 and BM245).

**ECONOMICS:**

**BM243. Managerial Economics (4)**

This course provides an introduction to the techniques of economic decision making from the perspective of the business manager. Topics include statistical estimation, forecasting, the application of optimization techniques to production and pricing decisions, models of strategic behavior and decision making under uncertainty (pre-requisite BM203).

**BM295. Transitional Economies (4)**

The purpose of this seminar course is to examine the current "transition economies issues." This topic has traditionally been divided into two decisions. First, the macroeconomic issue of "stabilization". Here the topics include stabilization of the economy after the Soviet system collapsed. Decline in output, inflation, decrease in welfare, and the stabilization package that was used to deal with these outcomes will be topic of discussion. Second, the microeconomic issues that must be dealt with after the stabilization process are in place. Privatization, corporate restructuring, financial reform, legal reform, and capital markets are the topics (pre-requisite NONE).

**OTHER ELECTIVES**

*Special topic courses:* will be described when offered.

## College of Engineering

### ACADEMIC MISSION AND PROGRAM

Armenia has had a long and distinguished tradition in science and technology. Pioneering advances in physics, astrophysics, mechanics, mathematics and computer science are credited to Armenian scientists and engineers. Strong programs in these fields are offered in Yerevan State University and in the State Engineering University. In developing its graduate engineering program, AUA has aimed at benefiting from this tradition, while complementing the existing engineering programs in areas that address the immediate needs of Armenia and its region.

The College of Engineering was one of the two founding colleges of AUA. Initially, Master of Engineering programs were offered in Earthquake Engineering and in Industrial Engineering. However, after producing 32 graduates over a six-year period, the Earthquake Engineering program was suspended in 1997 due to insufficient number of applicants. This lack of interest in earthquake engineering is directly related to the current state of inactivity in the construction sector of Armenia and to the sharp decline of freshman admissions into Armenian engineering universities in 1992-94. AUA remains committed to advancing the field of earthquake engineering in Armenia and its surrounding region. The devastating effects of recent earthquakes in Armenia, Iran and Turkey clearly demonstrate the urgent need for specialized training in this field in order to improve the safety of buildings and other constructed facilities of the region. AUA intends to re-introduce the Master of Engineering program in Earthquake Engineering as soon as sufficient student interest and job opportunities for its graduates are realized.

Armenia is in the process of privatizing its manufacturing and service industries. The transformation of these industries from their Soviet-era command structure to one that is governed by the principles of free market economy and private enterprise, requires the infusion of a large cadre of engineers with specialized training in modern methods of industrial production and management. The Industrial Engineering and Systems Management (IESM) program is designed to prepare graduates with a broad-based knowledge in industrial production and operations management; design of plants, production facilities and human/machine systems; economic analysis; decision support and information systems; reliability and quality assurance; system analysis; modern manufacturing; and computer methods. Classroom instruction is supplemented by field trips to various service centers or manufacturing plants, and by active participation in applied research projects in the Engineering Research Center dealing with problems of current interest to Armenia. A graduate of the IESM program is qualified to work in all types of manufacturing (e.g. electrical, chemical, automotive, consumer goods, food) as well as service (e.g. health care, retail, banking, consulting) industries. The graduates of this program are expected to play key roles in the ongoing transformation of Armenian industry, as well as in the emerging private enterprises in the industrial and service sectors of Armenia.

ARMEN DER KIUREGHIAN

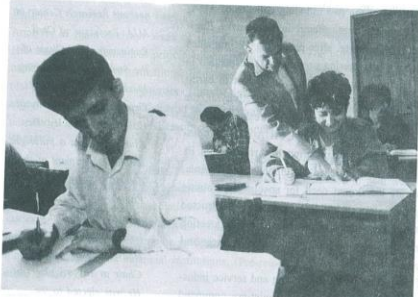
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**Armen Der Kiureghian,**  
*Ph.D., is the Dean of the College of Engineering and the Director of the Engineering Research Center at AUA. Professor of Civil Engineering and Chair of the Structural Engineering, Mechanics and Materials Group at the University of California, Berkeley, Der Kiureghian was a Fulbright scholar, a recipient of the American Society of Civil Engineers' W.L. Huber research prize, and a holder of the Mitsubishi Heavy Industry Visiting Chair at Tokyo University. He was elected to the National Academy of Sciences of Armenia in 1998.*



#### COLLEGE ADMISSION REQUIREMENTS

The Industrial Engineering and Systems Management (IESM) program is open to students with an undergraduate degree in any field of engineering. Students with degrees in mathematics and physical sciences may be admitted, depending on their completed course work. The undergraduate degree must include, as a minimum, two years of college-level mathematics covering calculus, linear algebra and differential equations, one year of physics and one-half year of chemistry.



"Professor D. Watt and Engineering College students during the class"

#### COLLEGE GRADUATION REQUIREMENTS

To graduate with a Master of Engineering (M. Eng.) degree, students must successfully complete 72 quarter units (exclusive of Engineering Seminars) with a grade point average of 3.0. Alternatively, students may complete 68 quarter units plus a written thesis. The thesis must be conducted under the supervision of a College faculty member and approved by two faculty members and the Dean of the College. Up to 4 units of Individual Study may be included in the required course work. This study must be conducted under the supervision of a faculty member or a College Associate, whose approval is necessary for passing the course.

The program of study must include a minimum of 48 units in the Industrial Engineering major and a minimum of 12 units in an approved minor in Business Administration and Management. All courses in the major (other than Individual Study) must be taken on a letter grade basis. Of the remaining courses, no more than two can be taken on Satisfactory/Fail basis. The Individual Study course shall be taken on Satisfactory/Fail basis.



"Professor R. Ahluwalia with students during a trip to 'Mars' Robotechnics plant"

#### Faculty, College of Engineering

ARMEN DER KIUREGHIAN, Ph.D. University of Illinois

Dean

*Professor, University of California, Berkeley*

RASHPAL AHLUWALIA, Ph.D. University of Western Ontario, Canada

Professor

*Professor, West Virginia University*

JAMES FALK, Ph.D. University of Michigan

Professor

*Professor, George Washington University*

JAMES KELLY, Ph.D. Stanford University

Professor

*Professor Emeritus, University of California, Berkeley*

ROBERT ISTEPANIAN, Ph.D. Loughborough University of Technology, U.K.

Associate Professor

*Senior Lecturer, University of Portsmouth, U.K.*

MARK KAISER, Ph.D. Purdue University

Associate Professor

*Assistant Professor, Wichita State University*

DAN TREISH, Ph.D. Tel Aviv University, Israel

Associate professor

*Associate professor, Naval Postgraduate School, Monterey*

HOVHANNES AVOYAN

Assistant Professor

*CEO, Software Company CEDIT*

CARL GRIGORIAN, Ph.D. University of California, Berkeley

Assistant Professor

*Dames & Moore, Los Angeles*

SUSAN HAYNES, Ph.D. University of Michigan

Assistant Professor

*Assistant Professor, Eastern Michigan University*

GEORGE MOURADIAN, M.E. Wayne State University

Lecturer

VICTOR OHANIAN, Ph.D. Steklov Mathematical Institute, St. Petersburg

Lecturer

*Docent, Yerevan State University*

ALEXAN SIMONIAN, Ph.D. Moscow State University

Lecturer

*Docent, Yerevan State University*

\* The Faculty's most recent home institution and rank are shown in italics.

## Course Descriptions

### IE205. Engineering Numerical Analysis (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: None. Methods for numerical solution of system of linear and nonlinear algebraic or differential equations, Fourier transforms, optimization, eigenvalue analysis. The course emphasizes the use of computers in solving engineering problems.

### IE210. Probability Theory (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: None. Axioms of probability; discrete and continuous random variables; probability distributions; conditional probability and statistical independence; expectation; transformation of random variables. Central limit theorem. Selected models including binomial, Poisson, normal, Markov chain. Engineering applications.

### IE211. Engineering Statistics (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: 210. Elements of statistical inference; point and interval estimation; regression and correlation; hypothesis testing. Maximum likelihood estimation. Bayesian updating, conjugate distributions. Use of statistical software.

### IE215. Engineering Economics (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: 210 or concurrent enrollment. Analysis of economic investment alternatives. Concepts of the time value of money and minimum attractive rate of return. Cash flow analysis using various accepted criteria, e.g., present worth, future worth, internal rate of return, external rate of return. Depreciation and taxes. Decision making under uncertainty. Benefit-cost analysis. Effects of inflation (relative price changes).

### IE220. Organization Behavior (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: None. Organization theory, concepts and functions of management. Behavior of the individual,

the work group, the organization. Analysis of issues dealing with work motivation, task design, leadership, communication, organizational design, and innovation. Case studies.

### IE222. Introduction to Management (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: 220. Inter-relationships of structure, operations, and management processes in modern organizations. The basic functions of Western management, including their application to managing in Armenia's changing organizations. Emphasis will be placed on acquiring knowledge and skills necessary for the effective practice of management.

### IE225. Industrial and Commercial Data Systems (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: None. Review of data systems and data processing functions, technology, organization and management, emphasizing industrial and commercial application requirements and economic performance criteria. Survey of systems analysis, design, modeling and implementation tools and techniques. Design-oriented term project.

### IE230. Linear Programming (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: None. Formulation of linear programs. Optimal allocation and control problems in industry and environmental studies. Convex sets; properties of optimal solutions. The simplex method; theorem of duality; complementary slackness. Sensitivity analysis; problems with special structures, e.g., transportation problems, network problems.

### IE231. Deterministic Models in Operations Research (4)

Three hours of lecture and one hour of discussion per week. Prerequisite: None. Deterministic models and methods in operations research. Network analysis. Unconstrained and constrained optimization. Equality, inequality and integer constraints. Dynamic programming. Resource allocation, equipment replacement, inventory control, production planning. Introduction to game theory.

### IE232. Stochastic Models in Operations Research (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: 211 and 231. Review of probability theory. Exponential distribution, Poisson, renewal and Markov chain models. Queuing theory. Component reliability analysis. Applications to replacement, repair, transportation and inventory models.

### IE234. Reliability Engineering (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: 210. Component and system reliability. Wear out and chance failures, the Weibull model, qualification test programs. Types of systems, system function, exact and bounding estimates on system reliability. Maintenance models, allocation of redundancy.

### IE235. Human Factors in Engineering (4)

Three hours of lecture and two hours of laboratory per week.

Prerequisite: None. Design of human interfaces for engineering systems, with emphasis on the control of complex systems. Analysis of rational human decision making providing formal definitions of "acts," "states" and "observations" and optimal decision making rules. Design and evaluation of decision aids for process control. Rapid prototyping and development of interfaces through use of computers.

### IE240. Optimization Methods in Industrial Engineering (4)

Three hours of lecture and one hour of discussion per week. Prerequisite: 230. Nonlinear optimization models and their properties. Characterizations of models (constrained vs. unconstrained, convex, separable, etc).

First and Second Optimality Conditions and their use in algorithmic development. Solution algorithms for selected models.

### IE250. Production Systems Analysis (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: 211 and 230. Methods for solution of problems encountered in production systems. Topics selected from forecasting, aggregate planning, inven-

tory control, material requirements planning, quality control, operations scheduling, project scheduling, reliability and maintainability, and facilities location.

### IE255. Work Methods and Measurement (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: 211. Process, operation and work measure analysis. Performance standards, job evaluation, work sampling, process capability. Study of factors affecting human performance. System environment and safety.

### IE260. Facilities Planning and Design (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: 250. Modeling and design of plant layout and balancing of conveyor systems. Activity relationships and space requirements. Analysis of integrated materials control systems involving functions of storing, recalling, delivery, inventory, and computer control. Design and evaluation of automated warehousing and order-picking systems.

### IE265. Decision Analysis (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: 211. Formulation, analysis and use of decision-making techniques in engineering, operations research and systems analysis. Formulation of risk problems and probabilistic risk assessments. Bayesian decision theory. Graphical methods and computer software using event trees, decision trees and influence diagrams.

### IE270. Quality Assurance and Management (4)

Three hours of lecture and one hour of discussion per week.

Prerequisite: None. Principles and methods of statistical process control, quality engineering, and total quality management, as applied to manufacturing and service industries.

### IE275. Computer-Aided Manufacturing (4)

Three hours of lecture and two hours of laboratory work per week.

Prerequisite: None. Fundamentals of computer aided design and manufacturing with special emphasis on design for manufacture and assembly, geometric trans-

formations, solid modeling, numerical control programming, and flexible manufacturing systems.

**IE277. Robotics and Automation (4).**

Three hours of lecture and two hours of laboratory per week.

Prerequisite: None. This course provides an introduction to automation and robotics. Special emphasis is placed on Boolean logic, programmable controllers, robot kinematics, computer control, and machine vision. Industrial application of logic controllers and robots.

**IE280. Simulation of Industrial Engineering Systems (4).**

Three hours of lecture and two hours of laboratory work per week. Prerequisite: 211. Design, programming and statistical analysis issues in simulation study of industrial and operational systems. Generation of

random variables with specified distributions; variance reduction techniques; statistical analysis of output data. Case studies. Term project.

**IE290. Special Topics (1-4).**

Prerequisite: None. Advanced studies on special topics selected on annual basis.

**IE298. Engineering Seminar (1).**

Prerequisite: None. Engineering seminars on various topics by guest speakers. Must be taken on satisfactory/unsatisfactory basis.

**IE299. Individual Study (2).**

Prerequisite: Second year graduate standing. Directed research or investigation on selected advanced topics. May be repeated for credit. Must be taken on satisfactory/unsatisfactory basis.



## College of Health Sciences

### ACADEMIC MISSION AND PROGRAM

The Master of Public Health Program (MPH) provides experienced health professionals a thorough grounding in population-based approaches to health sector problem identification, investigation, analysis, and managed response. The overall objective of the MPH Program is to prepare health professionals to draw on the knowledge and skills from a variety of disciplines to define, critically assess, and resolve problems affecting the public's health. Thus, the intensive, modular curriculum emphasizes the basic public health sciences and essential managerial and analytic skills including project planning and evaluation, epidemiologic investigation, understanding complex determinants of health, effective communication to professional and lay audiences, and leadership.

The two year curriculum is organized around a guiding framework which first provides students a conceptual overview of the diverse profession of public health and the team-oriented approach to professional practice. The courses are taught in intensive, sequential blocks which build upon and integrate with each other. The first year curriculum provides exposure to the breadth of public health disciplines. The second year curriculum provides advanced training in key methodological disciplines and concludes with a student-directed thesis-like project which integrates essential public health knowledge, skills, and methods in a professionally and personally relevant practice context. Students proceed through the program as part of a defined cohort, fostering esprit de corps and gaining experience in multi-disciplinary group problem solving, project leadership, and management.

While the program consists almost entirely of requirements, students infuse elective content through the multitude of individual and group projects associated with each module and through special studies activities. Students are encouraged to become involved with the Center for Health Services Research which provides an opportunity for supervised, mentored practical experiences while addressing the health needs of Armenia and the region.

HAROUTUNE ARMENIAN

*Haroutune Armenian, M.D., Dr. P.H., is the President of the American University of Armenia, and the Dean of the College of Health Sciences, and the Director of the Center for Health Services Research. He is a Professor at the Johns Hopkins School of Hygiene and Public Health. He has served as the Dean of the Faculty of Health Sciences at the American University of Beirut and has been the manager of a number of health manpower and health services development projects in numerous countries. His research has a focus on chronic disease epidemiology, disaster and historical epidemiology using Armenian parish records.*



#### COLLEGE ADMISSION REQUIREMENTS

Applicants to the MPH Program will be subject to the same admissions requirements as students admitted to the University's other masters programs. In addition to the general requirements, applicants to the MPH Program should be graduates of health professions programs (e.g. medicine, dentistry, veterinary medicine) or hold a baccalaureate degree in a relevant engineering, natural sciences or social sciences discipline and have two years of practical work experience in the health sector.

#### COLLEGE GRADUATION REQUIREMENTS

The MPH program consists of a minimum of 95 units in required and elective coursework as specified by the program. The Certificate in Public Health can be awarded after satisfactory completion of 54 units and the approval of the Program Director. In addition to completing the required curriculum, students must also fulfill all university imposed requirements, including a minimum cumulative grade point average of 3.0. Only electives and courses specifically designated can be taken on a satisfactory/fail basis.

\* Students unable to fulfill the commitment to a two-year program may be permitted to opt for a 1 year certificate in public health with the consent of the program director.



"Public Health College students during an exam"

#### Faculty, College of Health Sciences

HAROUTUNE ARMENIAN, M.D., American University of Beirut, Dr.P.H. Johns Hopkins University  
Dean and Professor  
*Professor of Epidemiology, Johns Hopkins University*

BERNARD BAUM, Ph.D. University of Chicago  
Professor  
*Professor of Health Policy and Administration, University of Illinois, Chicago*

WILLIAM REINKE, Ph.D. Case Western University  
Professor  
*Professor of International Health, Johns Hopkins University*

CHARLES ROHDE, Ph.D. North Carolina State University  
Professor  
*Professor of Biostatistics, Johns Hopkins University*

MARIE DIENER-WEST, Ph.D. Johns Hopkins University  
Associate Professor  
*Associate Professor of Biostatistics, Johns Hopkins University*

KRIKOR SOGHKIAN, M.D. Fouad First University of Cairo, Egypt, M.P.H. UC Berkeley  
Associate Professor  
*Associate Professor, University of California San Francisco*

ARA TEKIAN, Ph.D. American University of Beirut, M.P.H.E. University of Illinois, Chicago  
Associate Professor  
*Associate Professor, University of Illinois, Chicago*

ALEXANDER BAKALIAN, Ph.D. Johns Hopkins University, M.B.A. George Washington University  
Assistant Professor  
*The World Bank, Division of Infrastructure and Urban Development Operations*

JULIE GAZMARARIAN, Ph.D. University of Michigan  
Assistant Professor  
*Adjunct Faculty, Emory University*

SUKON KANCHANARAKSA, Ph.D. Johns Hopkins University  
Assistant Professor  
*Assistant Scientist, Johns Hopkins University*

KIM HEKIMIAN, Ph.D. Johns Hopkins University  
Lecturer  
*Johns Hopkins University*

JEFFREY HOCH, M.A., Ph.D. Candidate  
Lecturer  
*Doctoral Student in Health Policy and Management, Johns Hopkins University*

JACQUELINE AU MCPHERSON, M.P.H. Johns Hopkins University  
Lecturer  
*Associate Director, Master of Public Health Program*

ROBERT MCPHERSON, Ph.D. Candidate  
Lecturer  
*Associate Director, Center for Health Services Research  
Doctoral Student in International Health, Johns Hopkins University*

MICHAEL THOMPSON, M.S. University of Maryland, Dr.P.H. Candidate  
Lecturer  
*MPH Program Analyst and Doctoral Student in Health Policy and  
Management, Johns Hopkins University*

HAIG MICHAEL DIKRAN UTIDJIAN, M.D. University of London, D.I.H Society  
of Apothecaries of London, M.F.O.M. Royal College of Physicians, U.K.  
Lecturer  
*Lecturer in Public Health (Industrial Toxicology), Columbia University*

GEORGE PILIGIAN, M.B.B.Ch. University of Alexandria, Egypt, M.P.H. Columbia University  
Instructor  
*Clinical Instructor of Environmental & Occupational Medicine, Mt. Sinai Medical  
Center, New York*

ARTHUR MELKONIAN, M.D. Yerevan Medical University  
Research Associate

\* The Faculty's most recent home institution and rank are shown in italics.



## Course Descriptions

### FIRST YEAR COURSES

#### Module I Public Health Problem Solving (Spring)

##### PH201. General Principles of Public Health Problem Solving (5).

An introduction to the diverse profession of public health and a guiding paradigm for public health problems solving. This course emphasizes the development of essential skills in critical thinking and in group process. Student groups will complete an analysis of a current public health problem, including recommended courses of action. Evaluation components consist of individual participation, an individual written critique, a group paper and a group presentation.

##### PH202. Inferential Biostatistics (7).

This course introduces the major concepts of modern statistics as applied to problems in public health and medicine. The topics begin with an understanding of life tables and survival curves, progress to concepts of probability and distributions, and conclude with inferential reasoning and simple regression. Evaluation is based on homework assignments, quizzes, and examinations.

##### PH203. Social and Behavioral Sciences in Public Health (5).

This course utilizes the PRECEDE-PROCEED framework for analyzing the behavioral and socio-cultural determinants of public health problems and the role of the individual, family, and community in addressing public health problems. Evaluation is based upon class participation, an examination, and a project.

#### Module II: Techniques of Problem Investigation (Summer)

##### PH211. Epidemiology (5).

This course introduces the principles and methods of epidemiologic investigation of infectious and non-

fectious diseases. Epidemiologic reasoning and assessment is demonstrated through faculty lectures and problem solving exercises. Evaluation is based upon a mid-term and final examination.

##### PH212. Comparative Health Systems (3).

This course provides a critical comparison of the organization, philosophy, financing, and benefits packages of the predominant health care system models. The strengths and weaknesses of these programs will be used as basis for discussing relevance to Armenia. Evaluation is based upon examination and participation.

##### PH213. Health Economics & Finance (6).

This course builds upon the concepts introduced in PH212 and consists of two components. The first component addresses the basics of health sector financial management, including simple budgeting, variance analysis, benefit/cost analysis as tools for assessing the financial health of an organization. The second component of the course explores the application of basic micro and macro economic principles to the health sector. Evaluation based upon homework assignments, quizzes, and a project.

##### PH214. Problem Investigation in Environmental Health (5).

This course presents the broad concepts and principles used in organizing and assessing the major environmental health problems in developing and in industrialized countries. Student evaluation is based on field trip-related quizzes and examinations.

#### Module III: Program Planning & Implementation (Fall)

##### PH221. Program Planning (5).

This course addresses the analytic and practical considerations in designing and implementing a field program. Topics addressed include manpower and facilities planning, design and implementation considerations, and planning for evaluation. Evaluation is based upon a student project.

PH222. Health Services Management (5).

This course provides the practical and theoretical underpinnings of the organization and management of health organizations. Specific emphasis is placed on individual leadership and management skill development. Evaluation is based upon examination and student projects.

PH223. Project Development and Evaluation (6).

This course provides a thorough grounding in the basic methods of health services evaluation, focusing on research designs, threats to reliability and validity and instrumentation. Emphasis is on critical analysis and assessment of study designs. Evaluation is based upon an evaluation protocol and critiques of published papers.

PH224. MPH Project Planning (2).

This course allows students continuing into the MPH Program to formulate a preliminary project proposal for their MPH Thesis. Students will apply the knowledge and skills acquired during the first year curriculum to shape and focus a tentative project proposal and implementation plan. Evaluation is based upon successful completion of a draft proposal. (Satisfactory/fail only)

**SECOND YEAR COURSES**

**Module IV: Advanced Methodology – A (Spring)**

PH231. Qualitative Research Methods (4).

This course provides hands-on experience in qualitative research methods useful in formative and community-based research. Topics include formal and informal ethnographic methods including key informant interviews, focus groups, direct observations, and free lists. Evaluation is based upon participation in practical exercises and a written report and presentation. *Note: The formative research projects will form the basis for development of a formalized survey instrument during PH232.*

PH232. Survey Research Methods (4).

This course demonstrates the application of health survey research methods in the field. Topics include the design, implementation, and evaluation of a health survey instrument, including probability sampling, questionnaire design, interview techniques, coding procedures, and planning for the analysis and presentation of the findings. Evaluation will be based upon participation in field projects and a written report and presentation.

*Note: The data generated during this exercise will form the basis of PH233.*

PH233. Data Management Systems (1).

Students will apply their knowledge of database, spreadsheet and statistical packages to the development of appropriate database and management information systems to process and analyze raw data. Issues of database design, coding schemes, data cleaning, and handling missing data will be addressed. Evaluation will be based upon class participation and development of appropriate data management systems.

*Note: The data set developed as part of this course will be used in PH234.*

PH234. Biostatistics: Modeling and Sampling (4).

This course advances the concepts of linear regression to a unified perspective of generalized linear models, including multi-variate regression, logistics regression, and log-linear models. A recently collected data set will be analyzed using these methods. The course will also address issues of sampling, sample size, and power calculations with respect to a number of study designs.

**Module V: Advanced Methodology – B (Summer)**

PH241. Intermediate Epidemiology (4).

This course builds upon the introductory course in epidemiology as well as courses in survey design and sampling. Students learn to assess the impact of bias and confounding and techniques for mitigating those effects. Special consideration will be given to the role

of case-control studies in addressing a variety of health and organizational problems.

PH242. Training of Trainers (4).

This course prepares MPH graduates to effectively respond to the enhanced job responsibility of providing formal and informal in-service training to professional colleagues and co-workers. The course will prepare students to develop objective-based learning modules and to develop and refine effective presentation and teaching skills. Evaluation will be based upon the development and delivery of a brief instructional module relevant to the student's professional objectives.

PH243. Graduate Research seminar – I (2).

This course begins a structured emphasis on application of core knowledge and critical thinking skills. Students will critically review and discuss a number of relevant journal articles with an orientation toward the application of these insights to the health context of Armenia and the region. (Satisfactory/Fail only)

PH244. Master's Project Implementation – I (6).

Under the guidance of a faculty mentor, students will concentrate on implementing and completing the Master's Project defined during course PH 224. (Satisfactory/fail only)

**Module VI: Synthesis (Fall)**

PH251. Graduate Research Seminar – II (2).

This course provides a structured emphasis on application of core knowledge and critical thinking skills. Students will critically review and discuss journal articles relevant to core concepts and to on-going student projects. (Satisfactory/Fail only)

PH252. Master's Project Implementation – II (12).

Under the guidance of a faculty mentor, students complete a master's project, concluding with a paper of publishable quality and oral presentation to faculty and relevant members of the public health practice community. (Satisfactory/fail only)





## Department of English Programs

### ACADEMIC MISSION AND PROGRAM DESCRIPTION

The English Language Program at AUA offers a professional M.A. program in the Teaching of English as a Foreign Language. The curriculum follows closely the requirements and standards of similar courses and degree offerings at institutions in the United States and abroad.

The M.A. TEFL is designed to meet the needs of an educational system in transition. In an era when English is regarded as the international language of business, diplomacy, scientific research, and other specialized areas of endeavor, it is imperative that the development of curricula, textbooks, examinations, and the preparation of future teachers dedicated to English language instruction be based on the most highly developed and advanced linguistic, pedagogical, and sociological principles.

It is expected that graduates of the M.A. TEFL program will assume leadership positions and play pivotal roles in Armenia's and other nations' development and implementation of English language curricula for academic, scientific, political, and commercial purposes.

RUSS CAMPBELL

**Russ Campbell, Ph.D.**, is the Dean of the English Programs at AUA. He is Director of the UCLA Language Resource Program and Professor Emeritus of the UCLA Department of Applied Linguistics.

### ADMISSION REQUIREMENTS

Admission to a degree program is granted through the University Office of Admissions. In addition to the general University requirements explained in the Admissions section, students wishing to apply for this program must also meet the following criteria:

1. Successful completion of the AUA TEFL Certificate program (or its equivalent)
2. TOEFL Score of 600 or higher
3. Prior teaching experience and commitment to the field of language teaching will be considered strong factors in a student's application for this degree program.

### GRADUATION REQUIREMENTS

The M.A. TEFL degree is granted after successful completion of all three phases of the program as described in the curriculum below.

### M.A. TEFL CURRICULUM

Phase One: Students complete (or have completed) the eight courses (or their equivalent) required for the AUATEFL Certificate Program (see below). This phase includes courses in such areas as: general linguistics, English linguistics, language teaching methodology, teaching in the skill areas, curriculum and materials design and development.

Phase Two: Students complete a prescribed set of graduate courses in a collaborating university in

the United States. One subset of these courses will be in psycholinguistics, sociolinguistics, and language testing. The remainder of the courses will be selected in an area of specialization that matches the students' primary interests in English language education and the area in which they will conduct their thesis research upon return to Armenia.

Phase Three: Upon successful completion of the coursework in the United States, students return to AUA and, under the supervision of AUA faculty, complete a master's thesis. Submitting and receiving final approval of the thesis constitute the final step in the degree program.

### Faculty:

The M.A. TEFL degree faculty consists of highly qualified Professors and Instructors in their fields. At AUA, this includes faculty from overseas with professional degrees from Universities in the United States.

### Courses:

Phase One: See courses listed under TEFL Certificate Program

8-course requirement: 24 units

Phase Two: Depends upon current offerings of the collaborating institutions

5 or 6 course requirement: 15 - 24 units (depends on course credits)

Phase Three: MA Thesis (directed/ independent study) course - 4.0 units



## School of Law

### ACADEMIC MISSION AND PROGRAM

The American University of Armenia offers a masters degree in law ("LL.M.") with concentrations in comparative constitutional law and international commercial law. The LL.M. program, affiliated with the University of California, examines legal traditions of both the civil law (continental) and common law (American) systems, with an added focus on law of former Soviet republics.

The LL.M. program's concentration in comparative constitutional law aims to explore the primary problems in constitutionalism and other issues relevant to post-soviet constitutional reform. Its concentration in international commercial law focuses on the fundamental institutions, legal regimes and laws relevant to international business and international economic relations.

**RICHARD BUXBAUM**

**Richard Buxbaum,**  
*LL.B., LL.M., is the Dean of the School of Law at AUA. He is a Dean of the School of Law, Dean, International and Area Studies and Jackson H. Ralston Professor of International Law.*

### THE LEGAL RESOURCE CENTER (LRC)

The LRC is located within the AUA Law Department. It maintains an extensive collection of printed and electronic reference legal materials. Most works are in English, however, the LRC has all Armenian official bulletins as well as a selection of Russian language materials. The LRC supports the LL.M. program and serves as a resource for the Armenian legal community.

### CURRICULUM

The LL.M. program's curriculum provides a solid foundation for the lawyer to excel in the post-Soviet legal and economic environment. The LL.M. program is comprised of four 10-week semesters of part-time study in addition to an intensive English program (approximately 6

months). The LL.M. degree requires the successful completion of 24 units of credit in prescribed and qualified courses. The average student's load is 6 units a semester.

Changes in course offerings are sometimes necessary, and other changes are made periodically as the result of curriculum reviews. Following the title of each course is a brief description of the subject matter.

### STUDENTS

Each class has approximately 20 students who come from a wide range of professional backgrounds. Some are employed in ministries, private business ventures, universities, as consultants. The small class sizes allow greater personal interaction as well as close cooperation with faculty members.



*"Professor B. Johnson and Law department students during a class"*

## Faculty, LL.M. Program

RICHARD BUXBAUM, LL.B. Cornell University, LL.M. University of California, Berkeley  
Dean  
*Dean, International and Area Studies and Jackson H. Ralston Professor of International Law, UC Berkeley*

KIRK BOYD, LL.M., J.D. University of California, Berkeley  
Professor  
*Partner, Boyd and Williams Law Firm*

VALERIE BOYD, D. J.D. University of California, Berkeley  
Professor  
*Attorney, Marron, Reid & Sheehy Law Firm*

PAUL EDWARDS, Ph.D., J.D. University of California, Berkeley  
Professor  
*Assistant Professor of Political Science, Brigham*

HELEN HARTNELL, J.D. University of Illinois, Champaign-Urbana  
Professor  
*Visiting Scholar and Instructor, Harvard Law School*

LIZBETH HASSE, J.D. University of California, Berkeley  
Professor  
*Attorney, Law Offices of Lizbeth Hasse, Berkeley and San Francisco*

BARNABAS JOHNSON, J.D. Harvard Law School  
Professor  
*Partner, Wyman & Johnson Law Firm*

JANICE KOSEL, J.D. University of California, Berkeley  
Professor  
*Professor, Golden Gate University*

ANITA RAMASASTRY, J.D. Harvard Law School  
Professor  
*Assistant Professor of Law, University of Washington*

THOMAS SAMUELIAN, J.D. Harvard University, Ph.D. University of Pennsylvania  
Professor  
*Deputy General Director, Steptoe & Johnson International, Moscow  
Managing Partner, Arlex International Ltd., Yerevan.*

LOWRY WYMAN, J.D. University of Pennsylvania  
Professor  
*Partner, Wyman & Johnson Law Firm*

The Faculty's most recent home institution and rank are shown in italics.

## Course Descriptions

### International Commercial Law I (2).

This course covers the 1980 Convention on international sales, its salient features and sphere of application; basic elements of an international sales transaction; agreements for the international trading of goods; formation of the contract and formation of an international transaction; the battle of forms.

### International Commercial Law II (2).

This course analyzes in depth topics of international commercial transactions.

### International Finance Law (2).

This course surveys fundamental economic and financial concepts and principles, and the more important international institutions relevant to the international monetary system (IMF, OECD, IBRD); the international framework for international transactions; development and trade institutions; promotion, protection and divestment of foreign investments; international lending.

### International Trade Law (2).

This course examines the historical, economic, institutional and legal underpinnings of the GATT-WTO regime, with emphasis upon new WTO dispute resolution procedures.

### European Union Law (2).

This course analyzes the Treaty of Rome and other relevant legal instruments, and the major institutions and characteristics of European Community law; basic freedoms of the Treaty, including free movement of persons, goods, services and capital; and European Community competition law, which investigates restrictive agreements, exemptions, abuse of dominant

position, notification, groups exemptions and commission investigations.

### International Arbitration Law (2).

This course analyzes the practical legal problems that arise in the arbitration of international commercial disputes. Course topics include the drafting of arbitration agreements; selection of arbitral procedures and forums; and enforcement of arbitral awards as they arise under both domestic and international law.

### Public International Law (2).

This course explores the sources of international law, the application of international law in domestic courts, the recognition of states and governments, territorial disputes, the law of the sea, jurisdiction, state responsibility for the treatment of aliens and foreign investment, the law of treaties, the peaceful settlement of disputes, and the use of armed force.

### Agency and Partnership Law (2).

This course surveys the relationship of principal and agent; the rights, duties, powers, and fiduciary responsibilities associated with acting for the benefit of others. The course presents the legal principles associated with conducting business in the partnership form under U.S., European and selected former Soviet republic legislation.

### Introduction to Business Organizations (2).

This course provides a comprehensive survey of the law of business organization in Western Europe, US and CIS republics. Particular emphasis is put on the formation of business organizations, the raising of capital, the governance structure, the rights of partners and shareholders, the protection of creditors, the affiliation of companies.



Fundamentals of Bankruptcy Law (2).

This course analyzes the economic and legal prerequisites for the institution of bankruptcy and its effective functioning in a market economy. The course includes a comparative review of European and US insolvency laws, focusing on the role of the administrator/trustee, rights of secured and other creditors, preferences, compromises, extra-judicial settlements, court-supervised financial rehabilitation, finality of claims and conflicts of law.

Securities Regulation (1).

This course considers the regulation of primary markets in which companies raise capital from investors, and secondary markets where capital claims are traded. The course analyzes relevant legislation from the US, Europe, and former Soviet republics.

State and Constitutional Law (2).

This course explores the problems related to constitutional reform faced by former Soviet republics in

transforming a state ownership, centrally planned, strictly supervised legal culture into a democratic, market-oriented system. Comparisons will be made between US, European and former Soviet republic constitutions.

Islamic Law (1).

This course provides a basic understanding of the origins and sources of Islamic law and its practical application in family, obligations, and property. The course examines the movement toward reform and secularization within the Islamic legal tradition including its foreign economic legal framework.

Comparative Constitutional Jurisprudence (2).

This course examines theories and practices of "constitution making" in various countries, including Armenia, Russia, other countries in the former Soviet Union, France, Germany, England, and the United States, with special emphasis upon the role of the judiciary.



## School of Political Science and International Affairs

### ACADEMIC MISSION AND PROGRAM

The School of Political Science and International Affairs was established to introduce western education in Political Science in Armenia. After years of ideological thinking permeated by communism, there was a need to develop a new understanding and approach to knowledge based on the objective and the analytical. The School seeks to provide the educational foundation for the establishment of an open, pluralistic and democratic society in Armenia and by extension, provide the institutional framework for greater openness and communication in the region.

The School offers a six-quarter graduate program leading to the degree of Master of Political Science. The program is career-oriented and gives the students the broader skills and analytical perspectives to function effectively in government service as future diplomats, administrators, policy-analysts and researchers. The academic curriculum is designed to prepare students in several interrelated subfields. Those enrolled in the Public Policy or Public Administration programs are expected to enter public and private services as administrators upon graduation; successful graduates of the third program, International Relations, are to join Armenia's diplomatic corps.

The breadth and flexibility of the curriculum in all subfields enables the students to concentrate on the interplay between international and regional politics and socioeconomic issues with links to Armenian national development. Our approach is interdisciplinary and strong emphasis is placed upon providing students with a comprehensive understanding of policy making, policy evaluation, and policy implementation.

The few post-independence years have witnessed profound political, socioeconomic and psychological transformations in Armenia and the region. This rapidly changing world, presents a special challenge to the School of Political Science. Our Mission is to help strengthen the intellectual foundations for independent statehood and democratic political culture for Armenia and the region of the Caucasus. In doing that, we aim to educate future government functionaries, not only for the next few years, but for the distant and more promising future.

NICOLA SHAHGALDIAN

*Nicola Shahgaldian, Ph.D., is the Dean of the School of Political Science and International Affairs and the Director of the Center for Policy Analysis at AUA. He holds a Doctorate in Political Science from Columbia University and was a Senior Staff Member, in the Department of Political Science at the Rand Corporation (1980 – 1992). He has taught at Columbia University and the University of Pennsylvania. He has authored four volumes and many scholarly articles on various aspects of International Politics. From July 1992 to February 1998, he held the Ministerial position of Advisor to the President of the Republic of Armenia.*

#### SCHOOL GRADUATION REQUIREMENTS

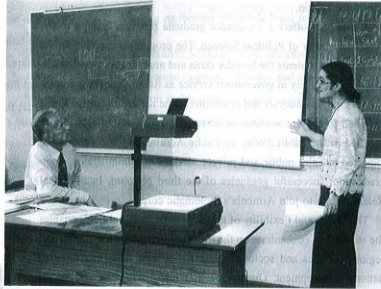
To graduate with a Master of Political Sciences, students must successfully complete 80 credit hours of coursework, including either a thesis or an Internship offered as practicum. Both the thesis and the Internship carry four units of academic credit. All course units in the School, unless indicated, represent either two or four hours of class attendance per week by a student.

Full-time students must carry at least 12 credit units per quarter, and complete all departmental requirements in no more than three academic years. Their degree candidacy will automatically lapse after this period. A course load of more than 16 credit

units or less than 10 credit units requires prior approval from the Dean of the School. All required courses must be taken on a letter grade basis. For graduation a cumulative grade-point average of 3.0 or higher is required.

#### THE M.A. CURRICULUM

All Political Science students are required to take a set of six core courses (24 credit units) during their first academic year, before pursuing their specializations in the second year in either the Public Policy, Public Administration or International Relations subfields. The specialized course load in all subfields consists of 24 credit units.



"Vice President of the University Professor D. Fuller with a Political Science student during a class presentation"



"Class of Professor L. Danielian with students of Political Science College"

#### Faculty, School of Political Science and International Affairs

NICOLA SHAHGALDIAN, Ph.D. Columbia University  
Dean and Professor

*Former Senior Staff Member, Rand Corporation, Santa Monica, California*

VARTKES BROUSSALIAN, Ph.D. University of California, Los Angeles

Professor

*Former Professor, California State University, Northridge*

LEVON GHORBAJIAN, Ph.D. University of Massachusetts

Professor

*Professor of Sociology, University of Massachusetts, Lowell*

DONALD FULLER, Ph.D. University of Pittsburgh

Professor

*Former Professor of Public Administration, University of Southern California*

HARRY IZMIRLIAN, Ph.D. University of California, Berkeley

Professor

*Professor, Ball State University, Muncie, Indiana*

DOUGLAS SHUMAVON, Ph.D., University of California, Santa Barbara

Professor

*Professor of Political Science, Miami University, Ohio*

MICHAEL CONRAD, Ph.D. Stevens Institute of Technology

Associate Professor

*Former Associate Professor of Management, La Salle University, Philadelphia, Pennsylvania*

LUCIG H. DANIELIAN, Ph.D. University of Texas at Austin

Associate Professor

*Former Assistant Professor of Political Communication, University at Albany, SUNY*

MHAER ALAHYDOIAN, J.D. Loyola University

Assistant Professor

*Former Administrative Director, YTC, El Segundo, California*

VARTAN OSKANIAN, M.A. Harvard University

Assistant Professor

*Minister of Foreign Affairs, Republic of Armenia*

WILLIAM TAYLOR, Ph.D. University of Colorado

Assistant Professor

ARMEN AIVAZIAN, Ph.D. Armenian Academy of Sciences

Senior Lecturer

*Senior Researcher, Yerevan Institute of Ancient Manuscripts*

ASHOT GALOIAN, Ph.D. Yerevan State University

Senior Lecturer

*Associate Professor, Department of Foreign Students, Yerevan State University*

ARTHUR DRAMPIAN, M.A. Brandeis University

Lecturer

VAHRAM GABRIELIAN, M.A. Monterey Institute of International Relations

Lecturer

\* The Faculty's most recent home institution and rank are shown in italics.

## Course Descriptions

### PS500. Western Political Thought (4)

A historical survey of Western Schools of political and socioeconomic thought from the early times to the present based on the writings of Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Montesquieu, Smith, Burke, Hegel, Mill, Marx and contemporary theorists of nationalism, liberalism, socialism, conservatism, pragmatism, puritanism, constitutionalism, authoritarianism and welfare statism.

### PS510. Comparative Political Systems (4)

Comparative analysis of political elites, governmental institutions, and political processes in selected industrial, developing and socialist countries. A representative sampling of countries would include the United States, Britain, France, Germany, India, Saudi Arabia, China, Egypt, Iran, Mexico, Russia, Syria and Israel.

### PS520. International Political Relations (4)

Theories and issues in contemporary world politics and diplomacy, foreign policy formulation, strategic problems, techniques of conflict management and conflict resolution.

### PS530. Democracy in the United States (4)

Examination of the foundations of the American political system and the functioning of governmental structures at the national, state, and local levels. Study of the principles of federalism, separation of powers, checks and balances and constitutional development.

### PS540. World Economic Systems (4)

A comparative analysis of economic theories and practices in different modern states focusing on the United States, Japan, Canada, and West European countries. Examination of the processes of privatization and marketization in both ex-communist and Western economic systems.

### PS550. Public Administration (4)

The role and scope of bureaucracy in the modern state; examination of issues in the formulation and implementation of public policy; planning, programming, and decision making in the bureaucratic policy making process.

### PS600. Comparative Public Policy (4)

The analysis of diverse administrative cultures and processes in different political systems with emphasis on bureaucratic roles and functions, bureaucratic ethics, problem-solving, and social responsibility.

### PS610. Public Finance and Budgeting (4)

A survey of public finance and budgeting systems in selected Western states with emphasis on the processes of planning, programming, appropriation, taxation and modeling.

### PS620. Public Personnel Administration (4)

An examination of the basic concepts and techniques of management of government employees with special emphasis on problems of recruitment, selection, position classification, promotion, training, motivation, performance evaluation, career development, leadership, and patronage.

### PS630. Organizational Behavior (4)

Consideration of general theories and concepts of organization and bureaucratic behavior, strategies for control, stability and change in modern state systems.

### PS640. World Political Economy (4)

The interaction of political, social and economic forces in the global arena, and their impact on international trade, foreign aid, and economic dependency. Issues in decision making in multinational corporations, and key transitional institutions such as GATT, IBRD, IFFAD, AMP and UNCTAD.

### PS645. Politics of Russia and the CIS (4)

An analytical and historical survey of politics in the post-Soviet period with emphasis on the interplay of ideological, national and geopolitical factors in problems of political change and development, independent state-building, political organization, and interstate conflict resolution.

### PS650. Leadership and Decision-making (4)

An examination of management skills by government functionaries with emphasis on understanding and using power and influence effectively, utilizing appropriate leadership and decision styles and techniques, and managing ethical dilemmas, cultural differences and political pressures on decision making.

### PS655. Politics of the Islamic World (4)

An interdisciplinary survey of politics in the Arab East, Turkey, and Iran with emphasis on Middle Eastern factors, institutions, and processes since World War II. Examination of problems of sociopolitical change, role of Islam, international influences and inter-state relations in the region.

### PS660. Comparative Legal Systems and Human Rights (4)

Analysis of major legal systems and their impact on public policy and human rights, administration of justice and socio-economic well-being. Emphasis on the social roots and historical development of modern democratic legal cultures.

### PS670. International Law and Organization (4)

A survey of the origins and principles of international law, its historical development and utilization in interstate relations. Examination of major regional and international organizations and their role in the settlement of disputes. The changing role of the United Nations in peacemaking, and economic development.

### PS675. American Foreign Policy (4)

Analysis of the formulation and execution of U.S. foreign policy with emphasis on the role of the presidency, Congress, interest groups, foreign governments and transnational organizations.

### PS680. Citizenship and Public Ethics (4)

Introduction to the development of ethical theory, the social and organizational sources of moral issues and

dilemmas in the design and implementation of public policies. Nature of contemporary ethics, rationale for liberty, justice and human rights, with emphasis on specific problem areas such as responsibility of government officials.

### PS685. Politics in the European Union (4)

The history and development of Europe since World War II, the role of NATO and emergence of the European Economic Community and its relationship to the United States, Russia, Japan and the developing world.

### PS690. Comparative Developmental Administration: Armenia (4)

An analysis of the evolving administrative system of Armenia and its salient characteristics. The environment, scope, behavior and problems of public administration, with emphasis on attempts at reorganization and institutional reform.

### PS695. Determination of Armenia's Foreign Policy (4)

An analysis of the alternative bases of Armenian foreign policy behavior since independence, with emphasis on regional, political, international and economics factors as well as social, cultural, historical, geopolitical and demographic influences impacting on its actual performance, and future options.

### PS700. Practicum: Internship in Public Policy (4)

### PS701. Practicum: Internship in Diplomacy (4)

## Additional Political Science Courses Offered in 1994-1998

PS515	Approaches to International Politics	[2]
PS 525	Jurisprudence	[2]
PS 535	Survey of Economics	[4]
PS 536	Politics in Post-Soviet Russia	[2]
PS537	Sustainable Development in Armenia	[2]
PS 538	Ethnicity, Geopolitics and International Law in Transcaucasia	[2]
PS 545	Theories of Democracy	[4]
PS 605	Political Essay Writing	[4]
PS 607	Conflict Resolution Strategies	[2]
PS 635	Leadership Development and Strategic Planning	[2]
PS 642	Transitional Economic Issues in Armenia	[4]
PS 688	Legislative and Policy Making in Armenia	[2]



## CERTIFICATE PROGRAM

### *Certificate in Teaching English as a Foreign Language*

#### ACADEMIC MISSION AND PROGRAM DESCRIPTION

The American University of Armenia's Certificate in Teaching English as a Foreign Language (TEFL) was established to meet the challenging language needs of Armenia. The Certificate Program is designed to address the increasing importance of English language in the world, and Armenia's emergence into that world in areas of science, technology, politics, commerce, and academia by helping to enhance the professional skills and abilities of English language teachers at the primary, secondary, and tertiary levels in Armenia and the surrounding regions.

**Russ Campbell,**  
*Ph.D., is the Dean of the English Programs at AUA. He is Director of the UCLA Language Resource Program and Professor Emeritus of the UCLA Department of Applied Linguistics.*

*RUSS CAMPBELL*

#### ADMISSIONS REQUIREMENTS

Admission to a degree or certificate program is granted through the University Office of Admissions. In addition to the general University requirements explained in the Admissions section, applicants with teaching experience are encouraged to apply.

#### GRADUATION REQUIREMENTS

The TEFL Certificate is granted after successful completion of all required coursework (8 courses) with a cumulative grade-point average of 3.0 or higher. In addition, students are expected to meet all the general graduation requirements as mandated by the University.

#### CURRICULUM

The TEFL Certificate Program provides an opportunity for professional development in the following areas: general linguistics, English linguistics, second language acquisition theory, curriculum and instructional materials development, language teaching methodologies. The Certificate program also includes seminars on current issues in language teaching and a one-term practicum.

#### *Faculty*

The faculty at AUA includes highly qualified professionals in the fields of language teaching and training. Members of the faculty all hold professional graduate degrees from Universities in the United States.

#### *Course Descriptions*

The following represent the core courses for the certificate (dependent upon faculty availability):

#### TEFL200. Methods and Approaches in English Language Teaching (3).

Bibliography, survey, and evaluation of methods and materials. Addresses major questions such as how first language acquisition compares with second, which

ffective/cultural variables have an impact on second language teaching/learning, and what new methods and approaches offer.

#### TEFL201. Introduction to Language (3).

Review of literature and theories on child and adult first and second language learning and acquisition. Discussion of language variables (phonological, morphological, sentential, and discourse levels) and social and psychological variables which may account for differences in learning.

#### TEFL202. Curriculum and Materials in Language Teaching (3).

Survey of approaches to ESL/EFL course and syllabus design including materials selection, adaptation, development, and evaluation.

#### TEFL203. Teaching Reading and Writing (3).

Analysis of research, curriculum design and selection of materials and strategies for the teaching, development, and evaluation of reading skills in English.

#### TEFL204. Teaching Listening and Speaking (3).

Analysis of research, curriculum design and selection of materials and strategies for the teaching, development, and evaluation of listening/speaking skills in English.

#### TEFL205. Practicum (3).

Teaching practicum under the active guidance and supervision of a regular faculty member responsible for TEFL courses' instruction at AUA.

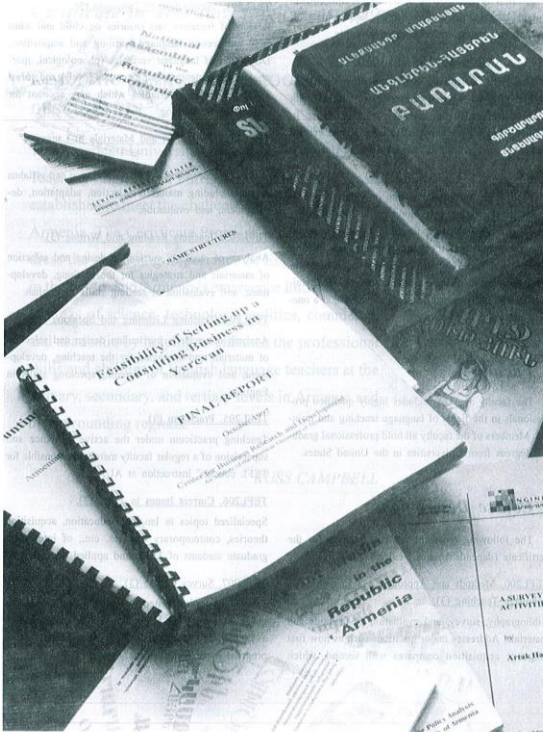
#### TEFL206. Current Issues in TEFL (3).

Specialized topics in language education, acquisition theories, contemporary theories, etc., of interest to graduate students of TEFL and applied linguistics.

#### TEFL207. Survey Course (3).

Specialized topics related to the field of English language teaching. Course specifics will be determined by available faculty and identified areas of interest to program participants.

## RESEARCH CENTERS



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### *Center for Business Research and Development*

Center for Business Research and Development (CBRD) was established in 1992 to help the economic development of Armenia in its transition to a market economy. The Center is administered by the College of Business and Management. CBRD carries out organized research and development projects through teams of faculty, local experts, and graduate assistants. Some of its studies and research projects include: Feasibility Study for Capacitor Plant in Gyumri, Earthquake Zone Reconstruction, Customer Satisfaction Survey, Housing Privatization Survey, etc.

CBRD will focus on developing reliable economic business and industrial information about Armenia and the region. CBRD serves as a resource for information and expertise for both local and foreign firms. CBRD was the first to provide "western" research and consulting services in the areas of business and management to Armenia. With this experience, CBRD has developed a unique mix of knowledge and capabilities that can apply to a wide range of problems that face Armenia.

CBRD is capable of designing and implementing a variety of studies and research projects. These include business analysis and planning, feasibility studies for business start-ups, market research and analysis, industry analysis, due diligence reviews and financial analysis, production planning and optimization, accounting conversion, and implementation of classroom and on-the-job training programs.

CBRD book and translations include: A. Aghabekyan, English-Armenian Dictionary of Business & Economics, 1998; P. Samuelson & W. Nordhaus, Economics, vol.1 and 2, 1996 and 1997; R. Heilbroner & L. Thurow, Economics Explained, 1995; P. Drucker, Innovation and Entrepreneurship, 1994; P. Hawken, Growing a Business, 1993.

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## Center for Health Services Research

The Center for Health Services Research (CHSR) is an applied research center located within the College of Health Sciences, Department of Public Health at the American University of Armenia (AUA). The CHSR was established in 1995 to respond to the research and development needs in the multidisciplinary field of public health in Armenia.

Visiting faculty members in the Department of Public Health play an active role in the center, which is staffed by graduates of the public health department. One of the CHSR's principle goals is to provide supervised field training opportunities for students enrolled in the AUA Public Health Program. Students have played integral roles in many of the center's projects, including the recent national surveys on breastfeeding practices, and the treatment of acute respiratory infections, as well as in the development and evaluation of a booklet to promote healthy practices for pregnant women.

The CHSR offers its expertise as a resource to support and facilitate the existing public health infrastructure in Armenia, primarily by serving as a venue for linkages between the Ministry of Health, donor agencies, and the expertise of the center's staff. The center responds to requests for technical assistance from local Armenian ministries, research institutes, and international agencies working on health issues in the region, and supports the programmatic development of health services in conjunction with the Ministries of Health of the region. The development of a national health action plan for the Nagorno Karabakh Republic is an example of the CHSR's activities in this area, as is the CHSR-led evaluation of a pilot project based in Yerevan and a neighboring district that aims to restructure pediatric primary care in the Republic of Armenia.

The CHSR is housed in the main AUA complex, where it conducts research activities with the support of modern computers, international telecommunication linkages, sophisticated statistical software packages, and the international experts who collaborate with the public health program at AUA. The CHSR is well known, both in and outside of Armenia, as an outstanding regional resource that ably combines the principles of rigorous, methodologically sound research with the need to provide policy-makers with pragmatic information that will allow them to formulate effective policies.



*"Associate Director of CHSR, R. McPherson with his colleagues"*

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## Center for Policy Analysis

The Center for Policy Analysis (CPA) was established during the fall semester of 1995 in order to conduct multidisciplinary applied research in a broad spectrum of contemporary social, political, and legal fields concerning Armenia and the surrounding region. The Center's central mission is to promote greater knowledge and understanding through objective and independent research and policy analysis using the latest methodologies and through debate and public service.

The Center's long-term objective is to contribute directly to Armenia's transition to a democratic state. The Center accomplishes this objective through its open door policy for all persons involved in Armenian policy-making processes and through its educational, research, and analytical activities, which as a by-product help introduce new research methods and analyses to experts and scholars in Armenia.

The CPA is a non-profit and independent organization and is supported through grants and contracts from organizations such as the Eurasia Foundation, the World Bank, the United States Information Agency, and the Urban Institute. The Center is a member of the Transition Policy Network, a group of research institutes in Eastern Europe and the CIS that collaborate on policy reform projects.

In Armenia, the Center has become known as a resource for a variety of policy issues. In its various projects, the Center is able to draw on expertise from the Graduate School of Political Science and International Affairs' permanent and visiting faculty. In addition to its regular staff of researchers, the Center hosts Research Fellows and Visiting Scholars who have conducted research in areas such as nuclear energy policy and conflict resolution. The Center hires students and graduates of the School as short-term assistants for research projects, thus providing opportunities for direct participation in western-style analyses and methodologies in the field.

The Center's staff and associated faculty have developed both formal and informal cooperative activities with the Armenian National Assembly, many of Armenia's Ministries and their staffs, the United Nations, the World Bank, the Organization for Security and Cooperation in Europe, and a variety of international non-governmental organizations working in Armenia, as well as indigenous non-governmental organizations. The Center's work has focused on research in the areas of democratic systems and local governance, legislative processes at the national level, elementary education policy, print and broadcast media policy, higher education policy, and constitutional rights.

CPA books include the 1997 CPA Directory of Print Media in the Republic of Armenia (1997, Armenian and English), CPA's 1996 Guide to the National Assembly of the Republic of Armenia (1996, Armenian, English, and Russian), and The Armenian Military Forces in the First Half of the 18<sup>th</sup> Century (1997, English and Armenian).



*"Dean of Political Science College Professor N. Shahgaldian with students in the Center for Policy Analysis"*

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### Engineering Research Center

The Engineering Research Center is administered by the College of Engineering and its aim is to conduct basic and applied research on technological problems that are relevant to the industrial and economic development of Armenia and its region. It brings together AUA visiting faculty, local scientists and engineers, and AUA students to collaborate on projects that are generated internally or funded by external sponsors. Qualified students are employed as research assistants and gain valuable experience working alongside experts on projects related to their fields of study. In the process, visiting faculty, local scientists and engineers, and the students develop professional bonds that often permeate their future careers outside the University.

The Center operates a number of research facilities, including a computer lab with fully networked workstations under Windows and Unix operating systems and the necessary peripherals, an earthquake simulation shaking table with 1 ton capacity, a programmable multi-axes controller for training in computer numerical control, computer-aided manufacturing and rapid prototyping, a solar monitoring station installed on the roof of the AUA building, and two strong-motion seismographs installed in the basement and roof levels of the AUA building.

The Center has successfully completed a number of projects dealing with seismic response of structures, methods for isolation of buildings from the effects of strong ground motion, reliability of tunneling through jointed rock, theoretical mechanics studies on wave propagation and behavior of inhomogeneous bodies, industrial economics in transition, and the economics of small-scale alternative energy sources. The Center has also monitored and collected data on solar energy parameters continuously for more than two years.



*"Associate Director of Engineering Research Center A. Hambarian explaining operation of the shaking table to engineering students"*

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### Environmental Research and Management Center

The Environmental Research and Management Center (ERMC) was established in 1992 to serve as the environmental education and research organization of the American University of Armenia. The ERMC supports the educational program of the AUA by offering courses in Environmental Economics, Risk Management, Environmental Law, and Conservation.

In 1997, a chair for conservation was established after receiving a generous endowment. With the newly established chair, the AUA is planning to offer a certificate program in conservation and broaden its research capabilities.

The ERMC's research activities include the study of wildlife, natural process, and the results of human action. Research is being conducted in the fields of environmental engineering, geochemistry, biology, conservation, and wildlife management. Research results are disseminated among the Armenian scientific community, government, industry and university students.

An important function of the ERMC is to promote environmental science and the conservation. To fulfil this task, all AUA students are required to successfully complete the Environmental Management course (EM 295) before graduating. The research center provides the understanding and scientific information needed to recognize and mitigate adverse impacts to the environment. Research activities include: data collection, long term assessments, ecosystem analysis and conservation, predictive modeling, and research on the occurrence, distribution, transport, and the fate of contaminants in air, water, and soil.

The ERMC collaborates with local experts in the fields of chemical toxicology, geology, biology, conservation, and engineering from various institutes and universities in Yerevan and coordinates research among scientists throughout Armenia. In this capacity, the ERMC offers its expertise and support to the ministries, institutes, universities and industry.

Additionally, the ERMC collaborates with the environmental experts at the University of California, Santa Cruz, and the University of Southern California.

Projects include:

- Research and taxonomy of the birds of Armenia has been conducted by ornithologists from the Institute of Zoology, Armenian National Academy of Sciences, Department of Biology, Mehlenburg College, United Kingdom, and Russia. *A Field Guide to Birds of Armenia*, was published in 1997 by the AUA which provides extensive information on bird descriptions, habitats, identification, behavior, nesting, and other characteristics. Research and field work is continuing in this capacity.

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- The ERMCC has developed a Geographic Information System (GIS) for Armenia. The Center is leading the way in creating digitized mapping systems linked to databases. These systems provide quick access to a vast array of environmental information.
- Determination of trace element concentrations in aerosol and surface water samples is being undertaken in order to evaluate the extent and degree of contamination, and to model the fate of contaminants in the region. The sources of contamination are being traced by measuring lead isotopic ratios, using inductively coupled plasma mass spectrometry at the University of California at Santa Cruz. This is the first ever investigation in Armenia using trace-metalclean techniques. These data will increase our understanding of global geochemical cycling of trace elements, as well as aid in determining the regional environmental impact and the public health risk of historic and contemporary industrial emissions.



*"Research Associate  
M. Aslanian in the  
Environmental Research  
and Management Center"*

### *Legal Resource Center*

The Legal Resource Center (LRC) was created in 1997 in conjunction with the ARD/CHECCHI Judicial and Legal Training Program and the establishment of the AUA Department of Law. It is building a collection of print and electronic legal materials, primarily in the fields of commercial and financial law, international private law, and comparative constitutional law. Located in the Department of Law, the center supports the AUA LL.M program and serves as a resource for the Armenian legal community.

Print materials include monographs, treatises, laws, practice guides, textbooks, and selected periodicals. The legislation and judicial systems of the United States, Europe and the European Union, the Russian Federation, Armenia and other states are represented. While most works are in English or English translation, the LRC is also acquiring Russian and Armenian language legal materials. The collection numbers over 500 items and is projected to reach approximately 1000 items by the end of 1998. Particular attention is paid to maintaining currency of all items received including legal loose-leaf publications.

All materials are cataloged in the AUA Libraries Online Public Access Catalog, which is available over the AUA Intranet.

Electronic materials include internet access, subscriptions to legal databases such as WESTLAW and Garant, and CD-ROMs. The LRC is equipped with personal computers for patron use with staff assistance. To facilitate user access to legal materials on the internet, the librarian maintains a start page with links to legal sources.

The LRC is funded by USAID, the ARD/CHECCHI Rule of Law Consortium.



*"Snapshot of the Legal  
Resource Center"*

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FOR NOTES

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