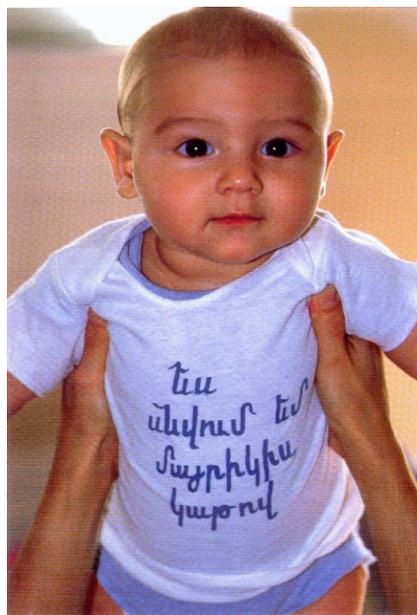


AUA American University of Armenia

TURPANJIAN SCHOOL of PUBLIC HEALTH



STUDENT INFORMATION MANUAL
MASTER OF PUBLIC HEALTH (MPH) PROGRAM
2021-2023



Master of Public Health Program
August 2021

Dear Students:

We welcome you to the 2021-2023 Master of Public Health (MPH) program! You represent our 18th MPH cohort and join a distinguished line of professionals who since 1995 have chosen to seek this graduate degree. Here is an advice from a recent graduate: *“The two years [of the MPH program] will be transformative for you both professionally and personally, if you let it happen. Try to explore every option you will be given (be open for that), do not restrict yourself with the fear of making mistakes. Enjoy these two years ☺.”*

We believe that AUA and this program are different from other universities and programs you may have attended. The diverse backgrounds of the faculty and their different teaching methodologies, coupled with the up-to-date curriculum, are designed to challenge you to:

- think critically and reason analytically;
- present compelling and cogent arguments for interpretation of presented information, situations, and scenarios;
- excel as an individual *and* as a member of a team;
- acquire the tools and experiences necessary to assume key roles in the development of public health and health care delivery systems; and
- adapt to new and innovative teaching strategies and technologies;

You have been selected from among a highly competitive pool of applicants and, as such, face the high expectations of our faculty. We have confidence that you will meet and exceed these expectations. However, we also predict it will take a great deal of effort on your part – both individually and collectively – to achieve the goals you have set for yourselves and those we have established for you.

The following documents are intended to supplement information on the AUA website and other official university publications. They describe and provide considerable detail about the organization, administration, and philosophy of the MPH Program. We ask you to read and study this document in the coming days and ask any questions that you may have. Other supplemental information will be conveyed to you in the coming months and can be added to this binder. We look forward to sharing an exciting academic experience with you!

Varduhi Petrosyan, MS, PhD
Dean, Turpanjian School of Public Health (SPH)

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A Guiding Paradigm for the MPH Program

The Institute of Medicine in the United States of America has defined the core functions of Public Health as *assessment, assurance, and policy/program development*. The Johns Hopkins University Bloomberg School of Public Health and the American University of Armenia Gerald and Patricia Turpanjian School of Public Health recognize *communication* as the fourth major function. These four functions are vital to managing the health of a population.

It is the goal of the AUA MPH program to provide all students with a firm understanding of the disciplines underpinning these functions. All core program requirements serve to provide the knowledge and skill base for professional practice in the diverse field of Public Health. The guiding framework for approaching all public health issues developed at Johns Hopkins and used at the American University of Armenia has been coined the “Problem Solving Paradigm.” It is this paradigm that forms the basis of the course “Problem Solving in Public Health.” This six-step paradigm provides the principles around which the curriculum is organized and sequenced.

The steps of the paradigm are the following:

1. **Define the problem:** To define a Public Health problem, one must be able to acquire an understanding of why a particular issue is of concern for a particular population. One must also be able to see a problem from its many perspectives to determine from which vantage point (and from what depth) a problem is best approached. To do this, one must be able to describe the characteristics of the populations and exposures involved. One must also be able to understand the issue in a historical context. Defining a Public Health problem is an iterative process – and is often the most challenging part the paradigm as the other steps will undoubtedly influence the way one sees and defines a problem. Additional challenges and opportunities are evident when groups – and not just individuals – engage in this process.
2. **Measure the magnitude:** Once a Public Health problem is defined, it is imperative to measure its parameters. Thus, the need for biostatistics, vital statistics, and demography, as well as the skills to store, process, manipulate, and report data.
3. **Understand the key determinants:** Once a public health problem is defined and quantified, it must be decided whether the issue(s) should be addressed. It then becomes important to understand the key determinants of the problem:
 - a. biologic etiology: host → agent → vector
 - b. environmental influences
 - c. socio-cultural and behavioral practices of the at-risk population

This step involves both an understanding of the natural history of the disease process and the identification of risk-factors and at-risk populations.

4. **Develop intervention/prevention strategies:** With a clear understanding of the determinants of the Public Health problem, a number of alternate interventions can be proposed at the cellular/microbial, individual, family, community, and/or population level.

5. **Set policy/priorities:** Once the broad range of alternatives are identified and their relative merits considered, policy must be set bringing into play a variety of communication, leadership, and management skills, as well as ethical and financial assessments.
6. **Implement and evaluate:** Having set policy, it must be implemented and evaluated, again invoking many of the same quantitative and analytic skills used in the problem definition and measurement phases.

In addition to the core Public Health skills and knowledge that are integral to the MPH curriculum, students will gain communication skills necessary to affect change. These skills are acquired from the preparation and participation in such activities as written papers, oral persuasive speaking exercises, team activities, scientific presentations, budget preparation, and grant/proposal preparation.

Students will use individual and group assignments as well as self-directed study to develop areas of concentration. There is a responsibility to attend classes, comply with academic guidelines and standards, and complete assignments.

In the last term of the MPH Program, all students will present their “Integrating experience projects” (Master Thesis), which has been developed over the two-year program. The project integrates the core public health knowledge and skills, the knowledge and skills that have been acquired as students seek breadth and depth in their chosen area, and professional practice skills. This will culminate in the submission of a scholarly paper and a public presentation.

As is evident, the Problem Solving Paradigm that serves as the common theme throughout the MPH curriculum is both iterative and cyclic. The paradigm will serve as a framework for organizing and connecting sometimes seemingly disparate disciplines and perspectives. In the end, all share the goal of improving the health of a population.

Learning Objectives and Competencies MPH Program

In the last few years the MPH Program faculty revised the list of MPH Program competencies to be in line with the requirements of the [Council on Education for Public Health](#) (an independent agency recognized by the U.S. Department of Education to accredit schools of public health or public health programs) and faculty and student feedback.

This section describes a multi-dimensional view of MPH competencies used in the development of the MPH program. This organization facilitates the conceptualization of the course content in ways, which assure requisite knowledge, and skills are addressed across the breadth of the core curriculum within a context, which promotes the rapid integration of these skills into professional practice behaviors. This organizational framework also guides the future development and evaluation of the program. The list of MPH competencies includes [12 foundational knowledge competencies](#), [22 core competencies](#)¹, and six concentration specific competencies:

CEPH FOUNDATIONAL KNOWLEDGE
1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

CEPH CORE COMPETENCIES
Evidence-based Approaches to Public Health

¹ Council on Education for Public Health. Accreditation Criteria, Schools of Public Health and Public Health Programs. October 2016. Page 16.

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
Public Health & Health Care Systems
5. Compare the organization, structure and function of health systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity
Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design, implementation or critique of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management, specifically after funding for a project is secured
11. Select methods to evaluate public health programs
Policy in Public Health
12. Discuss the policy-making process ²
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations ³
15. Evaluate policies for their impact on public health and health equity
Leadership
16. Apply leadership and/or management principles to address a relevant issue; such principles may include creating a vision, empowering others, fostering collaboration, and guiding decision making

² This competency refers to technical aspects of how public policies are created and adopted, including legislative and/or regulatory roles and processes, ethics in public policy making, and the role of evidence in creating policy.

³ This competency refers to the ability to influence policy and/or decision making, such as through stakeholder mobilization, educating policy makers, etc. Ability to argue in support of (or in opposition to) a position, as in a standard debate, is not sufficient. Students must produce a product that would be part of an advocacy campaign or effort (e.g., legislative testimony, fact sheets, advocacy strategy outline, etc).

17. Apply negotiation and mediation skills to address organizational or community challenges ⁴
Communication
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
Interprofessional and/or Intersectoral Practice
21. Integrate perspectives from other sectors and/or professions to promote and advance population health ⁵
Systems Thinking
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative ⁶

Concentration: Evidence-based Public Health Practice
C1. Apply evidence-based approaches in the design and management of health programs
C2. Design quantitative and qualitative studies to investigate public health problems
C3. Collect primary quantitative and qualitative data for decision-making
C4. Organize and manage data for analysis and decision-making
C5. Analyze primary and secondary data for decision-making
C6. Synthesize quantitative and qualitative data for decision-making

Students develop breadth/depth in areas of personal interest through the selection of topics for individual and group assignments and self-directed study.

The Curriculum Map for the MPH Program is available at <https://sph.aua.am/files/2021/08/Curriculum-Map-2021-.pdf> .

⁴ “Negotiation and mediation,” in this competency, refers to the set of skills needed when a common solution is required among parties with conflicting interests and/or different desired outcomes. Such skills extend beyond the level of negotiation required in a successful intra-group process; effective communication within a work group or team is more closely related to competency 16.

⁵ This competency requires direct engagement (in-person or online) between the student and an individual or individuals in a profession or sector other than public health; students must combine the external sector/profession’s perspective and/or knowledge with their own public health training to complete a task, solve a problem, etc. Role-playing, in which public health students assume the identity of an individual from another profession or sector to which they do not already belong, is not an acceptable substitute for actual engagement with an individual or individuals from a profession or sector outside of public health.

⁶ Systems thinking tools depict or map complex relationships, demonstrating, for example, how component parts of a system interact with and influence one another. Examples include causal loop diagrams, systems archetypes, network analyses, and concept maps. Logic models and evidence tables are not sufficient to address this competency.

Gerald and Patricia Turpanjian School of Public Health Master of Public Health Program

The Master of Public Health (MPH) program within the Gerald and Patricia Turpanjian School of Public Health is affiliated with the Johns Hopkins University Bloomberg School of Public Health and represents an integrated effort to develop expertise in managing health programs, assessing the health needs of the people, and translating that knowledge into improved health by designing, implementing, and evaluating programs to meet those needs.

The primary goal of the program is to train and develop health professionals in the disciplines of public health and healthcare management. Currently, the MPH program is a two-year graduate program. Upon satisfactory completion of the first year, there is an opportunity for students to leave the program with a Certificate in Public Health (CPH). However, recommendations are for students to complete the full two-years of concentrated course work and acquire the MPH degree.

In 1995, the Zvart Avedisian Onanian Center for Health Services Research and Development (CHSR) was established to respond to the research and development needs in the multi-disciplinary field of Public Health, and provides hands-on training for students and graduates. Staff within the CHSR often serve as Teaching Associates and work with the students on many practical aspects of the research process.

In 2020, the Open Center for Transformative Health Solutions was established to provide inter-professional education and collaborative experience and stimulate collaborations outside the traditional disciplines related to public health to come up with solutions to complex health problems modern societies face. The COVID-19 pandemic vividly demonstrated links between health and democracy, difficult balance between physical health and economic prosperity, importance of big data, AI in innovation. The center will contribute to creative and evolutionary thinking to find innovative solutions in promoting wellbeing locally and globally.

The MPH curriculum provides a conceptual and theoretical grounding in the core disciplines of public health. The second year consists of advanced studies in core disciplines and provides the students an opportunity to concentrate on Evidence-based Public Health Practice and apply their knowledge and skills to problems of importance in a supervised setting. ***The following description of courses is subject to modification as the program continues to adapt to the dynamic field of public health education. Changes may occur in response to faculty or student recommendations or through peer review processes.***

The first year curriculum is sequenced around a guiding professional practice paradigm which integrates core competencies and knowledge within a framework of professional practice. The curriculum is divided into two modules, each consisting of several courses:

Module I: Public Health Problem Solving & Techniques of Problem Investigation

General Principles of Public Health Problem Solving

Epidemiology

Social & Behavioral Sciences in Public Health

Introductory Biostatistics
Inferential Biostatistics
Health Economics & Finance

Module II: Program Planning, Implementation & Evaluation

Comparative Health Systems
Politics of Public Health
Health Services Management
Program Development and Evaluation
Problem Investigation in Environmental Health
MPH Thesis Project Planning (*this is an on-going activity arranged through the MPH Program*)

The required courses during the second year will concentrate on Evidence-based Public Health Practice and preparation of the integrating experience projects. The MPH Program may also offer elective courses not mentioned below.

Module III: Evidence-based Public Health Practice

Qualitative Research Methods
Survey Research Methods
Intermediate Epidemiology
Biostatistics: Modeling & Sampling
Master's Project Implementation – I

Module IV: Evidence-based Public Health Practice - Synthesis

Program Planning
Data Management Systems
Training of Trainers
Public Health Internship
Master's Project Implementation- II

The **Masters Project** (or “**Integrating Experience Project**”) is an integrating experience, an opportunity for students to pursue a public health issue of professional relevance in a supervised, supportive setting that incorporates the core tools of public health in the identification or solution of a “real-world” problem or situation.

MPH students are required to complete an integrating experience project as part of their core requirements. The objective of this requirement is to provide the students with an opportunity to demonstrate their ability to integrate and apply core MPH competencies within a personally and professionally relevant context.

The integrating experience project is a two-year process which begins with skills and knowledge learned in the Problem Solving course.

Possible frameworks for the project include:

Problem Solving Analysis
Research Grant Application
Community Service Grant Application
Program Implementation Plan
Program Evaluation Plan

During the Spring Term of 2022, additional detailed documentation will be conveyed to you to supplement the information in this manual. Group and individual meetings will be arranged so that you can begin planning your project. During the Spring Term of 2022, students will be required to submit a preliminary project plan to the Resident Faculty of the SPH for review.

It is important that you keep up with the individual deadlines to allow sufficient time for a thorough literature review, instrument acquisition and development, IRB submission and approval, pilot testing, and preparation of the final paper. Throughout much of this process, courses are ongoing and require consistent attendance and substantial effort to complete.

Those students who would be interested in following the Professional Publication framework for the Integrating Experience Project that includes data collection and analysis, would need to register for an elective course PH 303 for two credits to get permission for using the more advanced framework.

Reflective of the diverse constituent professions of public health, the program uses a variety of teaching approaches, emphasizes active learning in both individual and group settings, and evaluates students in terms of knowledge and skills and their ability to synthesize, integrate, and apply this knowledge and skill in a practical setting.

Academic Year 2021-2022

Classes will be held from 15:30 to 19:00 or 19:30, Monday-Friday except for designated university holidays or as otherwise announced for a specific course.

Fall Semester 2021(online) [17 credits]

- PH 302 General Principles of Public Health Problem Solving (3)
Harutyunyan Ts
- PH 322 Epidemiology (3)
Agopian
- PH 319 Introductory Biostatistics (3)
Sahakyan/Khachadourian
- PH 321 Inferential Biostatistics (2)
Sahakyan/Khachadourian
- PH 310 Social & Behavioral Sciences in Public Health (3)
Harutyunyan Ts
- PH 330 Health Economics & Finance (3)
Atherly & van den Broek-Altenburg

Spring Semester [13 credits]

- PH 331 Comparative Health Systems (2)
Petrosyan
- PH 333 Politics of Public Health (1)
Ellison
- PH 340 Health Services Management (3)
TBA
- PH 350 Project Development and Evaluation (4)
Petrosyan
- PH 311 Problem Investigation in Environmental Health (2)
Bartrem
- PH 390 MPH Integrating Experience Project Planning (1) [Pass/No Pass]
Petrosyan
(Will run throughout the semester; specific meeting dates TBA)

Roles and Responsibilities of MPH Students

Over and above the expectations made of all students at AUA, it is the responsibility of each student in the MPH Program to meet the following expectations:

1. Share responsibility with the rest of the class to uphold the law and respect the rights of others. This includes living honorably, holding other members of the community to the same high standard of conduct, and taking action when necessary to safeguard the interest of the University and its community.
2. Read and comply with all rules and regulations of the University as stated in the AUA Catalog, AUA Student Handbook, and other official documents.
3. Take responsibility to assure understanding of the academic policies and procedures regarding the MPH curriculum and graduation requirements, registration and advising processes, and grading policies.
4. Accept responsibility for the maintenance of the academic integrity of the institution and for preserving an environment conducive to the safe pursuit of the program's educational, research, and professional practice missions.
5. Attend all classes unless previously excused. In addition, each student is expected to be on time for the start of class, submit assignments by due dates, prepare papers and reports in a scholarly manner, and participate in classroom discussions and activities. In an unusual situation such as an emergency when this is not possible, timely communication with the course instructor, the MPH Program Coordinator, or the Associate Dean as soon as possible is required.
6. Adhere to a high standard of academic ethics which includes individual performance on homework, examinations, written reports, and assignments. Exceptions are when projects are assigned to teams and when quoted sources receive proper citation (referencing). Cheating or copying work from other people or materials are unacceptable behaviors and constitute serious offenses which could result in dismissal from the program. Carefully read the AUA Student Handbook, particularly the section on the Student Code of Ethics.
7. Engage in constructive dialogue with faculty and administration in resolving problems.
8. Identify and develop professional career goals and interests. If they are compatible with course objectives, include relevant or related subject material when selecting projects or study areas.
9. Anticipate and discuss major issues or questions concerning the academic program and pertinent non-academic concerns. Heed reminder notices and other academic advisement information.

10. Follow through on obligations to understand administrative policies and procedures affecting payment of tuition and fees, academic eligibility for scholarship, and other financial aspects of the course. Observe registration and payment deadlines; complete and submit appropriate forms.

For more information see the AUA Policies at <https://policies.aua.am/> .

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Grading in the MPH Program

The MPH curriculum is broad-based and multi-disciplinary. In addition to the resident faculty, the visiting professors or lecturers come from universities located throughout the United States. The academic preparation and professional experiences of the faculty are not the same. Therefore, they will use different styles and approaches to education and the evaluation of their courses. It is important that MPH students are aware of the variability and interpretation of scores and evaluation instruments used for each course.

Each faculty member, at the start of his/her course, will clearly define the evaluation criteria for the course. Evaluations can consist of written assignments, term papers, problem sets, in-class exercises, presentations, and examinations, and other modalities. Due to the team-oriented nature of public health practice, participation is often an explicitly graded component.

What may not be clear is that the expected performance indicators necessary to receive a specific letter grade may differ among faculty. Some instructors may take away credit when a student is consistently late for class or does not turn in assignments on time. In some courses a numerical score of 75 may indicate acceptable or superior accomplishment; but in others, this numerical score may indicate poor or unacceptable performance. The faculty will explain to the students their grading criteria and the typical distribution of grades. They will provide an interpretation of their expectations and scores for a particular assignment. Students must be alert to the grading differences among the faculty. Ultimately, it is the student who is responsible for performing to the best of his or her ability on every assignment: The faculty do not give grades, the student *earn* them.

Please remember that it is very important that should a student not understand the assignment of a grade on a particular item, he or she should direct inquiries to the faculty member or the course Teaching Assistant as soon as possible. The intent of grading exercises is not only to assess abilities, but to provide constructive information for improvement in subsequent evaluations.

Resolving Grade Disputes

Should a student believe he or she has been unfairly graded on an assignment or a course, this concern must first be raised with the course faculty. The AUA Policy Appeal policy suggests “A grade may be changed only to correct a mathematical error or misapplication of a grading standard previously announced in the syllabus. Students may petition for a grade review by following the procedure outlined below within 30 calendar days after the official publication of grades.” (<https://policies.aua.am/policy/11>)

If the appealing student truly feels an injustice has occurred and lower grading is a result of biased assessment the grievance may be filed with the Ethics and Grievance Committee of the Faculty Senate at AUA. This process is NOT to be abused to seek a higher letter grade for any reason other than rectifying an incorrect or biased assessment.

For more details see the AUA Policies at <https://policies.aua.am/> .

Academic Calendar 2021 – 2022

Fall 2021	
Semester begins	Wednesday, August 18, 2021
Classes Begin	Wednesday, August 25, 2021
Last Day to Add/Drop a Class (15-week courses)	Tuesday, August 31, 2021
Armenian Independence Day*	Tuesday, September 21, 2021
Last Day to Withdraw from Class with a Grade of W for 15-week courses	Thursday, October 14, 2021
Thanksgiving Holiday	Thursday, November 25, 2021
	Friday, November 26, 2021
Last Day to Petition to Graduate for January Conferral	Sunday, October 31, 2021
Classes End	Thursday, December 9, 2021
Final Exams	Saturday, December 11, 2021
	Monday, December 13, 2021
	Tuesday, December 14, 2021
	Wednesday, December 15, 2021
	Thursday, December 16, 2021
	Friday, December 17, 2021
Grades Due	Wednesday, December 22, 2021
Christmas Day*	Saturday, December 25, 2021
Registration for Spring 2022 starts (subject to change)	Tuesday, December 28, 2021
Spring 2022	
New Year and Armenian Christmas Holiday*	Saturday, January 1, 2022
	Thursday, January 6, 2022
Commemoration Day*	Friday, January 7, 2022
Semester begins	Wednesday, January 12, 2022

Classes Begin	Wednesday, January 19, 2022
Last Day to Add/Drop a Class (15-week courses)	Tuesday, January 25, 2022
Army Day*	Friday, January 28, 2022
International Women's Day*	Tuesday, March 8, 2022
Last Day to Withdraw from Class with a Grade of W for 15-week courses	Thursday, March 10, 2022
Spring Break (subject to change)	Monday, March 7, 2022
	Friday, March 11, 2022
Last Day to Petition to Graduate for June Conferral	Thursday, March 31, 2022
Easter Memorial Day (Monday)**	Monday, April 18, 2022
Genocide Commemoration Day*	Sunday, April 24, 2022
Labor Day*	Sunday, May 1, 2022
Victory and Peace Day*	Monday, May 9, 2022
Classes End	Friday, May 13, 2022
Final Exams	Monday, May 16, 2022
	Tuesday, May 17, 2022
	Wednesday, May 18, 2022
	Thursday, May 19, 2022
	Friday, May 20, 2022
Grades Due	Wednesday, May 25, 2022
First Republic Day*	Saturday, May 28, 2022
Registration for Summer and Fall 2022 for Continuing Students starts (subject to change)	Monday, May 30, 2022
University Commencement (ugrad and grad, subject to change)	Saturday, June 11, 2022
Summer 2022	

Classes Begin	Wednesday, June 15, 2022
Last Day to Add a Class (8-week courses)	Monday, June 20, 2022
Last Day to Drop a Class (8-week courses)	Monday, June 20, 2022
American Independence Day	Monday, July 4, 2022
Armenian Constitution Day*	Tuesday, July 5, 2022
5-Week Classes for Summer International Program	Wednesday, June 15, 2022
	Wednesday, July 20, 2022
Classes End	Tuesday, August 9, 2022
Final Exams	Wednesday, August 10, 2022
	Thursday, August 11, 2022
	Friday, August 12, 2022
Grades Due	Monday, August 15, 2022
Registration for incoming and continuing ugrad and grad students opens	Wednesday, August 17, 2022
Fall 2022	
Semester begins	Wednesday, August 17, 2022
Classes Begin	Wednesday, August 24, 2022

* Armenian Holidays and Memorial Days – No Classes.

Gerald and Patricia Turpanjian School of Public Health
Zvart Avedisian Onanian Center for Health Services Research and Development

Applied learning is central to the MPH Program. Students are encouraged to gain practical experience in applying their newly acquired knowledge and skills over the course of their two years of study. A number of opportunities for supervised/mentored applications are available through the Zvart Avedisian Onanian Center for Health Services Research and Development (CHSR). Students are strongly encouraged to apply for temporary research positions, which periodically will be advertised. In general, these are paid opportunities, but should be considered an adjunct to your formal educational experience.

The CHSR is an applied research center located within the College of Health Sciences at the American University of Armenia (AUA). The center was established in 1995 to respond to the research and development needs in the multi-disciplinary field of Public Health in Armenia. Included within the CHSR is the Garo Meghriyan Institute for Preventive Ophthalmology located at the AUA Center.

The staff within the CHSR offers their expertise as a resource to support and facilitate the existing public health infrastructure. The guiding principles of the center are to:

- Provide supervised field training for students enrolled in the AUA Master of Public Health Program;
- Serve as a venue for linkages between the Ministry of Health, donor agencies, and the expertise of the program's faculty;
- Respond to requests for technical assistance from local Armenian ministries and research institutes;
- Support programmatic development of health services in conjunction with the Ministries of Health of the region;
- Respond to the requests for technical assistance from international organizations working on health projects in Armenia and the region.

Among some of the organizations with whom the CHSR has worked are the following:

- American International Red Cross
- American International Health Alliance
- AmeriCares
- Armenian Health Alliance
- Armenian International Dental Association
- Armenian Medical Fund
- Armenian Medical International Committee
- Armenian National Center for AIDS Control and Prevention
- Armenian National Institute of Health
- Armenian Social Transition Project (PADCO/Abt)
- Catholic Relief Society
- Columbia University
- Emory University

- FAMRI Center of Excellence in Translational Research at Johns Hopkins University
- Georgetown University Institute for Reproductive Health
- George Washington University
- Grand Challenges Canada
- Institute for Global Tobacco Control, Johns Hopkins University
- Jinishian Memorial Program
- Lions Club International Foundation
- Management Sciences for Health
- Nork Marash Medical Center
- Open Society Institute
- Population Communications Service, Johns Hopkins University
- Primary Care Center, Gyumri
- Primary Health Care Reform Project
- Project Harmony
- Project NOVA
- United Methodist Committee on Relief (UMCOR)
- UNFPA
- UNICEF
- University of Pennsylvania
- University of Texas, Medical Branch
- USAID
- Wellstart International
- World Bank
- World Health Organization and others.

The reputation of CHSR has led to an increase of research projects and staff. The two [Institutional Review Boards \(IRB\) of AUA](#) registered with the US Department of Health and Human Services. In addition, the university filed and completed the process for a Federalwide Assurances of Protection for Human Subjects. As a result the CHSR may now compete for US federally funded projects, and it is anticipated there will be an increase in the number and scope of research studies. Currently, there are numerous proposals in different stages of development within the Center.

For further details visit the CHSR website at <https://chsr.aua.am/> and/or review the SPH Newsletters.

Copies of student integrating experience projects (MPH Projects) are available for public review at the MPH website at <https://sph.aua.am/master-projects/> by years.