Welcome

to the Department of Global and Community Health
at George Mason University

Dear Student,

This is an exciting time in the Department of Global and Community Health (GCH). This academic year is the first implementation of a revised MPH curriculum that aligns with new competencies recently set by our accreditors, the Council on Education for Public Health (CEPH). This curriculum reflects current public health practice, and will help you develop the skills you need to become a public health practitioner. The M.S. in Global Health curriculum was also revised to provide students a richer research experience. The graduate certificate in public health continues to serve as a way for students to become introduced to public health or complement their existing health career.

This graduate student handbook provides an overview to the program requirements and student policies of graduate degree programs offered in GCH. The information contained in this handbook will help you be successful in your program and help you graduate in a timely manner. As questions arise during your studies, this handbook, Patriot Web, the University Catalog, and the MPH Program Coordinator should be where you turn answers and guidance. Please take time now to read the handbook and understand the requirements, policies, and procedures of your program.

We welcome you to GCH and we hope you find this experience both enjoyable and rewarding.

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Department Overview

Guiding Principles

Our Vision
Our vision is the optimal physical, mental, and social well-being of the diverse populations of Virginia, the nation, and the world.

Our Mission
Our mission is to provide exceptional public health educational experience through an inclusive academic community and high-quality undergraduate and graduate educational programs. We are committed to conducting innovative research that addresses domestic and global health problems to improve the health and well-being, especially among marginalized communities.

Our Goals
- Maintain and support high quality educational programs that prepare students to be critical thinkers and successful public health practitioners.
- Expand faculty and student opportunities and involvement in research of consequence.
- Strengthen partnerships with agencies engaged in public health through research, education and training, and service.
- Foster learning opportunities for students to work on global efforts that contribute to healthier populations and communities around the world.

Educational Offerings
At the graduate level, GCH offers two degree programs and one certificate program. For all programs, the most up-to-date information is provided in the University Catalog. To confirm academic semesters/terms that courses will be offered, consult Patriot Web, this handbook and/or your advisor. The information provided here is designed to provide guidance. There may be times when educational offerings need to shift due to circumstances beyond departmental control. In those situations, we will work with you to ensure that you continue to progress appropriately through your program.

Master of Public Health
The Master of Public Health (MPH) is a widely recognized professional degree for those wishing to enter or advance in the field of public health. Our Council on Education for Public Health (CEPH)-accredited MPH program prepares students with the foundational public health knowledge and competencies to address the most pressing and emerging health problems with advanced training in one of seven concentrations:

- **Community Health Promotion:** Students examine the social and behavioral determinants associated with the most pressing health problems in order to improve population health through the design, implementation, and evaluation of health promotion programs. Graduates of this concentration are eligible to sit for the Certified Health Education Specialist (CHES®) exam.

- **Epidemiology:** Students develop strong quantitative skills to investigate and analyze factors that influence the occurrence, distribution, prevention and control of disease. Classes focus on skill development including study design, data collection and management, data analysis and interpretation, and communication of research findings.

- **Food Security and Nutrition:** Students in this interdisciplinary concentration create population health approaches to implement food security and nutrition programs and policies within a global public health context.
Global Health: Students develop competencies and apply communication skills to promote health in a global context, emphasizing comparative global health metrics; the socioeconomic, environmental, and other risk factors associated with transnational health concerns; and ethical and effective strategies for preventing and controlling infectious and non-communicable diseases in diverse populations.

Health Policy: Students address the nature and importance of policy and policy-making in today’s public health system in order to engage with public health and advocacy organizations on policy issues and to analyze and support policy approaches in an era of scarce public resources and ever-changing priorities.

Public Health Communication: Students learn to design, evaluate, and implement effective communication strategies and message to inform and influence individual and community decisions that affect health. This highly specialized concentration links the fields of communication and public health.

Public Health Practice: Students address the social and environmental factors associated with improving population and community health with a focus on the application of evidence-based public health concepts. Prerequisite: At least two years’ work experience in a health-related field.

Master of Science in Global Health
The Master of Science (M.S.) in Global Health prepares students to conduct multidisciplinary research on health issues of global importance. Students complete coursework on these issues as well as in epidemiology, biostatistics, and research methods. The required thesis provides students an opportunity to work closely with a GCH faculty member to systematically investigate a problem or issue with global health implications.

Graduate Certificate in Public Health
The Graduate Certificate in Public Health provide working professionals and graduate students an opportunity to advance their career and education in public health at their own pace on either a full- or part-time basis in two areas of concentration:

Generalist: Provides students with the fundamental knowledge and skills of public health. This program is ideally suited for those with health-related experience. For students planning to apply to the MPH degree program after completion of the certificate, the GRE will be waived ONLY if they have earned a grade of “B” or better in all coursework.

Leadership and Management: Prepares students to apply the principles of public health leadership, stewardship and policy implementation to manage state and local health departments and various non-profit organizational and community health program initiatives. Students learn leadership strategies, public health regulatory requirements, public program management tools and policy development skills necessary to function in public health systems in the United States.
Degree Requirements

Master of Public Health

Degree requirements are designated by the academic year during which they were published in the University Catalog. Students are responsible for meeting the degree requirements that were stipulated in the catalog of their matriculation into the program. Degree requirements for the 2019-2020 Academic Year are listed below. Links for degree requirements from previous academic years can be found in archived catalogs.

Program of Study

Students must complete 42 credits of graduate coursework. Each course can be used to fulfill only one degree requirement. A graduate course in which a grade of C or below is earned may be repeated only once. Graduate students may repeat no more than two courses in their stated program of study. Students must maintain a 3.00 GPA to graduate. Students who fall below a 3.00 GPA will become subject to dismissal from the program. Students may take classes on a part-time or full-time basis, but must complete all program requirements within six years of their first semester of enrollment.

Public Health Core (21 credits)

- GCH 500 – Foundations in Public Health (3 credits)
- GCH 604 – Fundamentals of Epidemiology and Biostatistics (3 credits)
- GCH 609 – Community Assessment and Partnerships (3 credits)
- GCH 611 – Health Program Planning and Evaluation (3 credits)
- GCH 645 – U.S. and Global Public Health Systems (3 credits)
- HAP 640 – Current Issues in Health Policy (3 credits)
- HAP 680 – Applied Public Health Leadership and Management (3 credits)

Practicum Requirement (3 credits)

- GCH 780 – Practicum Seminar (0 credits)*
- GCH 790 – Practicum in Public Health (3 credits)
- GCH 792 – Integrative Learning Experience (0 credits)*

* These courses are required for the program but do not incur any added tuition costs.

Electives (3 credits)

See Patriot Web or the University Catalog for the list of approved electives. Other electives may be taken with advisor approval.

Concentration (15 credits)

Students are admitted to a particular concentration in the program. Please make sure that you are following the program requirements for your concentration. If you are uncertain of your concentration, consult Patriot Web or your advisor.

Community Health Promotion Concentration Requirements (15 credits)

- COMM 620 – Health Communication (3 credits)
- GCH 601 – Introduction to Biostatistics (3 credits)
- GCH 610 – Health Behavior Theory (3 credits)
- GCH 651 – Behavioral Research Methods (3 credits)
- GCH 772 – Social Epidemiology (3 credits)
Epidemiology Concentration Requirements (15 credits)
- GCH 712 – Introduction to Epidemiology (3 credits)
- GCH 726 – Advanced Methods in Epidemiology (3 credits)
- GCH 804 – Biostatistics for Public Health I (3 credits)
- GCH 805 – Biostatistics for Public Health II (3 credits)
Choose one of the following Epidemiology topics courses (3 credits)
- GCH 722 – Infectious Disease Epidemiology (3 credits)
- GCH 732 – Chronic Disease Epidemiology (3 credits)
- GCH 762 – Environmental Epidemiology (3 credits)
- GCH 772 – Social Epidemiology (3 credits)

Food Security and Nutrition Concentration Requirements (15 credits)
- NUTR 608 – Perspectives on Food Security (3 credits)
- NUTR 610 – Food Safety and Defense (3 credits)
- NUTR 626 – Food Systems (3 credits)
- NUTR 630 – Global Nutrition (3 credits)
- NUTR 651 – Nutrition Assessment, Monitoring and Surveillance (3 credits)

Global Health Concentration Requirements (15 credits)
- GCH 543 – Introduction to Global Health (3 credits)
- GCH 626 - Migrant Health (3 credits)
- GCH 640 - Global Infectious Disease (3 credits)
- GCH 650 - Global Non-Communicable Disease (3 credits)
- GLOA 600 – Global Competencies (3 credits)

Health Policy Concentration Requirements (15 credits)
- HAP 715 – Health Economics (3 credits)
- HAP 742 – Health Policy Development and Analysis (3 credits)
- HAP 764 – Health Policy and Government Payment Systems for Health Services (3 credits)
- HAP 793 – Final Project on Applied Health Policy (3 credits)
Choose one of the following Health Policy statistics courses (3 credits)
- HAP 602 – Statistics In Health Services Management (3 credits)
- HAP 719 – Advanced Statistics in Health Services Research I (3 credits)

Public Health Communication Concentration Requirements (15 credits)
- COMM 620 - Health Communication (3 credits)
- COMM 637 - Risk Communication (3 credits)
- COMM 670 - Social Marketing (3 credits)
- COMM 721 - E-Health Communication (3 credits)
- COMM 820 - Health Communication Campaigns (3 credits)
Practicum Requirements (GCH 780, GCH 790, and GCH 792)

All MPH students demonstrate specific competency attainment through the Practicum in Public Health (GCH 790), also known as the Applied Practice Experience. The integrative learning experience (GCH 792) is an additional opportunity to demonstrate specific public health competencies and is completed during the same semester as the GCH 790.

Students are eligible to enroll in GCH 790 once they have completed 21 credits in the program and have completed GCH 780. Students should enroll in GCH 790 during their final semester of the program whenever possible.

The requirements to complete the practicum are in three courses over two semesters.

1) **GCH 780, Practicum Seminar** is a zero-credit, online course that helps students identify and arrange their practicum placements in a structured environment. Students complete GCH 780 the semester before enrolling in GCH 790 and GCH 792.

   After the practicum site is secured, students develop three practicum objectives. Students also select three Foundational Competencies and two Concentration Competencies that will be met during their practicum. Students should identify competencies that they believe will be enhanced by their practicum experience.

2) **GCH 790, Practicum in Public Health**

   The required 200-hour practicum gives students the opportunity to practice and improve professional skills in a supervised setting. The practicum may be completed in governmental, non-governmental, non-profit, or for-profit settings. Students are responsible for securing their own practicum placement that will contribute to their educational and professional goals. Success is based on each student's competency attainment, which is assessed on the quality of weekly journals, final report, and poster presentation. The Practicum Coordinator grades GCH 790 on the A-F scale.

3) **GCH 792, Integrative Learning Experience**

   The Integrative Learning Experience serves a means for students to synthesize the competencies appropriate to their individual academic and career goals. During their practicum, students will produce a high-quality written document to be graded as the Integrative Learning Experience. A student’s grade for the Integrative Learning Experience will be assessed by a core faculty member in the MPH program, and may be supplemented with assessments from other individuals (e.g. practicum supervisors), as needed and appropriate. Each student’s competency synthesis will be assessed based on the quality of the written document.

   The document should be of value to the student’s practicum site and identified early, in consultation with the practicum supervisor and the core faculty member. Examples of acceptable documents for the Integrative Learning Experience include, but are not limited to, a written manuscript for peer-reviewed publications, a report on a public health topic written for a general audience, a resource manual for a specific audience, or a report of data analysis project for key stakeholder groups.

   Students register for GCH 792 in the same semester as GCH 790.
Master of Science in Global Health

Program of Study
Students must complete 42 credits of graduate coursework. Each course can be used to fulfill only one degree requirement. A graduate course in which a grade of C or below is earned may be repeated only once. Graduate students may repeat no more than two courses in their stated program of study. Students must maintain a 3.00 GPA to graduate. Students who fall below a 3.00 GPA will become subject to dismissal from the program. Students may take classes on a part-time or full-time basis, but must complete all program requirements within six years of their first semester of enrollment.

Global Health Core (18 credits)
- GCH 500 – Foundations in Public Health (3 credits)
- GCH 543 – Global Health (3 credits)
- GCH 626 – Migrant Health (3 credits)
- GCH 640 – Global Infectious Disease (3 credits)
- GCH 645 – U.S. and Global Public Health Systems (3 credits)
- GCH 650 – Global Non-Communicable Diseases (3 credits)

Research Core (15 credits)
- GCH 604 – Fundamentals of Epidemiology and Biostatistics (3 credits)
- GCH 651 – Behavioral Research Methods (3 credits)
- GCH 804 – Biostatistics for Public Health I (3 credits)
- GCH 805 – Biostatistics for Public Health II (3 credits)

Thesis (6 credits)
- GCH 799 - Thesis Research

Electives (6 credits)
See Patriot Web or the University Catalog for the list of approved electives. Other electives may be taken with advisor approval.
M.S. Thesis Policies

1. Thesis Advisor
   A GCH faculty member is assigned to an admitted M.S. Global Health student to serve as the student’s primary research and thesis advisor. Starting with the 2019 cohort, students will not be admitted to the program unless a faculty member is willing to serve as thesis advisor. Students may request a different thesis advisor in exceptional circumstances. The switch needs to be discussed with the Director of Graduate Studies, and approved by the Department Chair.

2. Thesis Committee
   Students are encouraged to form a thesis committee as early as possible to help guide development of their research work. The committee composition is to follow the requirements by the university, as described in the University Catalog for the student’s program year.

3. Thesis Proposal
   Students need to complete a thesis proposal and presentation to their committee, prior to starting work on their thesis. The thesis proposal will be further reviewed by the Director of Graduate Studies and Department Chair for appropriateness as a thesis-level work.

4. Thesis Credits
   Students enroll in thesis credits after their thesis proposal has been approved by their committee, Director of Graduate Studies, and Department Chair. Students should enroll in thesis credits during semesters/terms in which they are completing research work on their thesis. At the beginning of each term, students need to develop and discuss with their thesis advisor the level of work and deliverables for the semester/term that would constitute a passing grade for thesis credits in that semester/term.

5. Thesis Document
   Students are required to complete a written thesis. More details about the structure of the document are outlined in the syllabus for the thesis course. In brief, the thesis will be structured in the form of a manuscript suitable for submission to a peer-reviewed research journal with additional content for supporting material or context. The thesis must conform to the University Library’s formatting requirements.

6. Thesis Defense
   Students are required to present their work in a research seminar that is open to the university and public, which will be followed by a closed session question and answer period conducted by the thesis committee. Students are allowed to attempt the thesis defense up to two times. After a second failed thesis attempt, the student may be dismissed from the program.
Graduate Certificates
Students must complete 18 graduate credits and with a minimum GPA of 3.00 in coursework, with no more than 3 credits with a grade of C to earn the certificate. Completing the Generalist Concentration certificate with a “B” or better in each course will satisfy the GRE requirement for students interested in applying to the MPH program.

Generalist Concentration Requirements (15 credits)
- GCH 500 – Foundations in Public Health (3 credits)
- GCH 604 – Fundamentals of Epidemiology and Biostatistics (3 credits)
- GCH 609 – Community Assessment and Partnerships (3 credits)
- GCH 645 – U.S. and Global Public Health (3 credits)
- HAP 640 – Current Issues in Health Policy (3 credits)
- Elective – See Patriot Web or the University Catalog for the list of approved electives. Other electives may be taken with advisor approval. (3 credits)

Leadership and Management Concentration Requirements (15 credits)
- GCH 712 – Introduction to Epidemiology (3 credits)
- HAP 680 – Applied Public Health Leadership and Management (3 credits)
- HAP 715 – Health Economics (3 credits)
- HAP 742 – Health Policy Development and Analysis (3 credits)
- PUAD 661 – Public Budgeting Systems (3 credits)
- Elective – See Patriot Web or the University Catalog for the list of approved electives. Other electives may be taken with advisor approval. (3 credits)
Course Planning

Master Course Schedule
To help students with academic planning, courses will be offered each year in accordance with the Master Schedule described below. Please note that the weekly meeting days and times will change each term. Check the Schedule of Classes on Patriot Web each term for specific meeting times, dates, and locations.

Fall Courses
- GCH 500 – Foundations in Public Health
- GCH 535 – Public Health Preparedness and Response
- GCH 543 – Global Health
- GCH 604 – Fundamentals of Epidemiology and Biostatistics
- GCH 611 – Health Program Planning and Evaluation
- GCH 650 – Global Non-Communicable Diseases
- GCH 651 – Behavioral Research Methods
- GCH 726 – Advanced Methods in Epidemiology
- GCH 732 – Chronic Disease Epidemiology
- GCH 780 – Practicum Seminar
- GCH 799 – Thesis Research
- GCH 805 – Biostatistics for Public Health II
- Various electives

Spring Courses
- GCH 601 – Introduction to Biostatistics
- GCH 607 – Evidence-Based Public Health Practice
- GCH 609 – Community Assessment and Partnerships
- GCH 610 – Health Behavior Theory
- GCH 611 – Health Program Planning and Evaluation (beginning spring 2021)
- GCH 626 – Migrant Health
- GCH 640 – Global Infectious Diseases
- GCH 645 – U.S. and Global Public Health Systems
- GCH 691 – Project Management in Public Health
- GCH 712 – Introduction to Epidemiology
- GCH 722 – Infectious Disease Epidemiology
- GCH 772 – Social Epidemiology
- GCH 780 – Practicum Seminar
- GCH 790 – Practicum in Public Health
- GCH 792 – Integrative Learning Experience
- GCH 799 – Thesis Research
- GCH 805 – Biostatistics for Public Health II
- Various electives

Summer Courses
- GCH 609 – Community Assessment and Partnerships
- GCH 645 – U.S. and Global Public Health Systems
- GCH 762 – Environmental Epidemiology
- GCH 790 – Practicum in Public Health
- GCH 792 – Integrative Learning Experience
- GCH 799 – Thesis Research
- Various electives
Note that some MPH concentrations require courses that are offered by other departments at Mason (indicated by a course prefix other than GCH). Check with the respective departments to identify when these courses are offered. Courses may be offered in additional semesters from time to time. However, students coming into this catalog year should anticipate that courses will be offered as indicated here. The department reserves the right to make alterations based on unusual circumstances. Electives in the department may not be listed here, and students can check with the MPH Program Coordinator regarding when a course may be taught.

**Recommended Course Sequences**

The following pages provide recommended course sequences for the MPH and the M.S. in Global Health.

Students in the graduate certificate program should contact the MPH Program Coordinator to assist with course planning.

If you have any questions about the course sequencing, contact the MPH Program Coordinator.
Recommended Course Sequence: MPH, Community Health Promotion concentration

Option 1: for students attending full-time (2 academic years)

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Option 2: for students attending full-time (2 full years)

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Option 3: for students attending part-time

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Code Legend:

EL Select an Elective course. One elective course is required for the degree. See Degree Requirements for list of required courses.

* Indicates a zero-credit course that does not contribute to the overall credits earned for the semester.
**Recommended Course Sequence: MPH, Epidemiology concentration**

Students in the Epidemiology concentration must decide which Topics course they plan to take, and this decision affects course sequencing. Review each option carefully to follow the correct plan based upon academic interests.

**Full-time, 2-year, Spring graduates – Option 1 (GCH 762-Environmental Epidemiology as Topics course)**

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**Full-time, 2-year, Spring graduates – Option 2 (GCH 732-Chronic Disease Epidemiology as Topics course)**

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**Full-time, 2-year, Spring graduates – Option 3 (GCH 722-Infectious Disease Epidemiology OR GCH 772-Social Epidemiology as Topics course)**

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**Full-time, 2-year, Summer graduates – Option 1 (GCH 762-Environmental Epidemiology as Topics course)**

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9 credits 9 credits 3 credits 9 credits 3 credits

Continued on next page
Recommended Course Sequence: MPH, Epidemiology concentration, continued

Full-time, 2-year, Summer graduates – Option 2 (GCH 732-Chronic Disease Epidemiology as Topics course)

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Full-time, 2-year, Summer graduates – Option 3 (GCH 722-Infectious Disease Epidemiology OR GCH 772-Social Epidemiology as Topics course)

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Part-time, 3-year graduates – Option 1 (GCH 762-Environmental Epidemiology as Topics course)

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Part-time, 3-year graduates – Option 2 (GCH 732-Chronic Disease Epidemiology as Topics course)

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Continued on next page
**Recommended Course Sequence: MPH, Epidemiology concentration, continued**

**Part-time, 3-year graduates – Option 3 (GCH 722-Infectious Disease Epidemiology OR GCH 772-Social Epidemiology as Topics course)**

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**Code Legend:**

T/EL

Select Topics course or Elective course. In total, one topics course and one elective is required for the degree. See Degree Requirements for list of required courses.

*Indicates a zero-credit course that does not contribute to the overall credits earned for the semester.*
Recommended Course Sequence: MPH, Food Security and Nutrition concentration

Option 1: for students attending full-time (2 academic years)

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Option 2: for students attending full-time (2 full years)

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Option 3: for students attending part-time

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**Code Legend:**

EL Select an Elective course. One elective course is required for the degree. See Degree Requirements for list of required courses.

* Indicates a zero-credit course that does not contribute to the overall credits earned for the semester.

** NUTR 608 and NUTR 610 will be offered alternating years
### Recommended Course Sequence: MPH, Global Health concentration

#### Option 1: for students attending full-time (2 academic years)

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9 credits 9 credits 6 credits 9 credits 9 credits

#### Option 2: for students attending full-time (2 full years)

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9 credits 9 credits 3 credits 9 credits 9 credits 3 credits

#### Option 3: for students attending part-time

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6 credits 6 credits 3 credits 6 credits 6 credits 3 credits 6 credits 6 credits

**Code Legend:**

- **EL** Select an Elective course. One elective course is required for the degree. See Degree Requirements for list of required courses.

- * Indicates a zero-credit course that does not contribute to the overall credits earned for the semester.
Recommended Course Sequence: MPH, Health Policy concentration

Option 1: for students attending full-time (2 academic years)

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Option 2: for students attending full-time (2 full years)

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Option 3: for students attending part-time

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6 credits 6 credits 3 credits 6 credits 6 credits 3 credits 6 credits 6 credits

Code Legend:

EL Select an Elective course. One elective course is required for the degree. See Degree Requirements for list of required courses.

* Indicates a zero-credit course that does not contribute to the overall credits earned for the semester.
## Recommended Course Sequence: MPH, Public Health Communication concentration

### Option 1: for students attending full-time (2 academic years)

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### Option 2: for students attending full-time (2 full years)

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### Option 3: for students attending part-time

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<td>GCH 792*</td>
<td></td>
<td>HAP 680</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>6</td>
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<td>3</td>
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</tr>
</tbody>
</table>

### Code Legend:

- **EL**: Select an Elective course. Two elective courses are required for the degree. See Degree Requirements for list of required courses.
- *****: Indicates a zero-credit course that does not contribute to the overall credits earned for the term.
Recommended Course Sequence: MPH, Public Health Practice concentration (100% online)

Option 1: for students attending full-time (2 academic years)

<table>
<thead>
<tr>
<th>1st Fall</th>
<th>1st Spring</th>
<th>1st Summer</th>
<th>2nd Fall</th>
<th>2nd Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCH 500</td>
<td>GCH 601</td>
<td>EL</td>
<td>COMM 637</td>
<td>GCH 645</td>
</tr>
<tr>
<td>GCH 535</td>
<td>GCH 607</td>
<td>GCH 609</td>
<td>GCH 711</td>
<td>GCH 790</td>
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<tr>
<td>GCH 604</td>
<td>GCH 691</td>
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<td>GCH 780</td>
<td>GCH 792*</td>
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<td></td>
<td>HAP 640</td>
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<td>12 credits</td>
<td>3 credits</td>
<td>9 credits</td>
<td>9 credits</td>
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</tbody>
</table>

Option 2: for students attending full-time (2 full years)

<table>
<thead>
<tr>
<th>1st Fall</th>
<th>1st Spring</th>
<th>1st Summer</th>
<th>2nd Fall</th>
<th>2nd Spring</th>
<th>2nd Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCH 500</td>
<td>GCH 601</td>
<td>GCH 609</td>
<td>COMM 637</td>
<td>GCH 607</td>
<td>GCH 790</td>
</tr>
<tr>
<td>GCH 535</td>
<td>GCH 609</td>
<td></td>
<td>GCH 611</td>
<td>GCH 645</td>
<td>GCH 792*</td>
</tr>
<tr>
<td>GCH 604</td>
<td>GCH 691</td>
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<td>HAP 640</td>
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</table>

Option 3: for students attending part-time

<table>
<thead>
<tr>
<th>1st Fall</th>
<th>1st Spring</th>
<th>1st Summer</th>
<th>2nd Fall</th>
<th>2nd Spring</th>
<th>2nd Summer</th>
<th>3rd Fall</th>
<th>3rd Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCH 500</td>
<td>GCH 607</td>
<td>GCH 645</td>
<td>COMM 637</td>
<td>GCH 601</td>
<td>GCH 790</td>
<td>GCH 611</td>
<td>HAP 680</td>
</tr>
<tr>
<td>GCH 535</td>
<td>GCH 691</td>
<td>GCH 604</td>
<td>GCH 604</td>
<td>GCH 609</td>
<td>GCH 792*</td>
<td>HAP 640</td>
<td>EL</td>
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<tr>
<td>6 credits</td>
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</tbody>
</table>

Code Legend:

EL  Select an Elective course. Two elective courses are required for the degree. See Degree Requirements for list of required courses.

* Indicates a zero-credit course that does not contribute to the overall credits earned for the term.
### Recommended Course Sequence: M.S. in Global Health

#### Option 1: Full-time

<table>
<thead>
<tr>
<th>1st Fall</th>
<th>1st Spring</th>
<th>1st Summer</th>
<th>2nd Fall</th>
<th>2nd Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCH 500</td>
<td>GCH 626</td>
<td>EL</td>
<td>GCH 650</td>
<td>GCH 645 or EL</td>
</tr>
<tr>
<td>GCH 543</td>
<td>GCH 640</td>
<td>GCH 645 or EL</td>
<td>GCH 651</td>
<td>GCH 799</td>
</tr>
<tr>
<td>GCH 604</td>
<td>GCH 804</td>
<td>GCH 805</td>
<td>GCH 645</td>
<td>GCH 799</td>
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- 9 credits  
- 9 credits  
- 6 credits  
- 9 credits  
- 9 credits

#### Option 2: Part-time

<table>
<thead>
<tr>
<th>1st Fall</th>
<th>1st Spring</th>
<th>1st Summer</th>
<th>2nd Fall</th>
<th>2nd Spring</th>
<th>2nd Summer</th>
<th>3rd Fall</th>
<th>3rd Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCH 543</td>
<td>GCH 626</td>
<td>EL</td>
<td>GCH 543</td>
<td>GCH 640</td>
<td>GCH 645 or EL</td>
<td>GCH 651</td>
<td>EL</td>
</tr>
<tr>
<td>GCH 604</td>
<td>GCH 804</td>
<td>GCH 805</td>
<td>GCH 645</td>
<td>GCH 799</td>
<td>GCH 799</td>
<td>GCH 799</td>
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</tr>
</tbody>
</table>

- 6 credits  
- 6 credits  
- 3 credits  
- 6 credits  
- 6 credits  
- 3 credits  
- 6 credits  
- 6 credits

#### Code Legend:

**EL** Select an Elective course. In total, six credits of electives and six credits of thesis (GCH 799) are required of the degree. See Degree Requirements for list of required courses.
Communication, Advising, and Program Policies

Communication and Mason Email
All Mason students are provided with a MasonLive email account. Students must use their MasonLive email accounts when communicating with university faculty and staff. University officials will use electronic mail as the most expeditious means of communicating with students. Students are responsible for:

☐ Activating their MasonLive email account.
☐ Using their MasonLive email account to send and receive all University-related communication and content.
☐ Checking their MasonLive email accounts regularly.

University faculty, staff, and administration are not responsible for and will not respond to any email sent using a non-Mason account. This measure is taken to protect student privacy and ensure that email messages are not lost through spam filters. Please see masonlive.gmu.edu for further information about your email and other communication services.

Academic Advising
The MPH Program Coordinator, Ms. Kelly Beckwith, is the academic advisor for all graduate students in GCH. Ms. Beckwith meets with students to discuss course planning, programs of study, and answer other academic questions. Students wishing to meet with Ms. Beckwith should contact her via email to make an appointment.

☐ Students should plan to meet with the MPH Program Coordinator in the middle of fall term to plan for spring classes and in the middle of spring term to plan for summer and fall classes.
☐ Students who do not discuss course planning on a regular basis risk taking courses out of sequence, missing important requirements, and potentially delaying graduation.
☐ Ignorance of program requirements or changes does not constitute a valid reason to request a requirement waiver or substitution.

Research and Career Mentoring
Students interested in research opportunities in their concentration are encouraged to contact a faculty member working in their area of interest. For questions about or mentoring in specific topic areas, students should research the faculty areas of expertise posted in the GCH directory of faculty and staff and schedule a meeting with an appropriate faculty member.

Helpful hints when contacting faculty:
1. Establish during initial contact the faculty member’s preferred means for communicating (phone, email, in person).
2. Ask the faculty member’s preferred means for making appointments (phone or email).
3. Students should plan that faculty may not be available during university breaks, holidays, and weekends.

Changing Programs or Concentrations
Students are admitted to specific programs and concentrations within programs and are expected to complete the programs for which they were admitted. However, changes may be permitted; guidelines for making such requests are provided below.

Changing Programs
Mason students enrolled in a graduate program and who are interested in changing to a different degree program (i.e., from the M.S. in Global Health to the MPH program) must meet admission criteria and apply through SOPHAS. Students who are currently enrolled in one program at Mason do not receive special consideration when applying to a new program. Students should discuss options with the MPH Program Coordinator before applying.

Note: Changing from the M.S. Global Health to any concentration within the MPH is considered a program change.
Changing Concentrations

Students may request to change concentrations (e.g., from MPH-Epidemiology to MPH-Global Health), but approval for these requests is not automatic, and students should not expect all courses to transfer from one concentration to another. Students in the MPH program who wish to switch concentrations should consult with the MPH Program Coordinator regarding the procedure and forms to request a concentration change. Some concentrations have prerequisites (see below). This is a request and not a guarantee.

Prerequisites:

- The 100% online MPH concentration in Public Health Practice requires at least two years of professional work experience in a health-related field.
- The MPH concentration in Food Security and Nutrition requires at least one undergraduate-level nutrition course (e.g., NUTR 295).

Student Complaint Procedures

It is the policy of the Department of Global and Community Health to address grievances in a fair and timely manner. The grievance procedures and personnel form the core of a system that views all participants as equals and offers fair hearing, mediation where appropriate, judgment when needed, and safety to all members. There is a 60-day statute of limitations for filing a formal academic grievance with the Chair.

Course Complaints

Students with concerns or issues about a course are first encouraged to communicate with the instructor of the course. (See “Helpful Hints when Contacting Faculty”, above.) If communication with the instructor does not resolve the situation, the student should reach out to the MPH Program Coordinator, Kelly Beckwith at kbeckwi2@gmu.edu. If the student does not feel comfortable speaking with the MPH Program Coordinator, the student should contact the Director of Graduate Studies, Dr. Laura Poms, at lpoms@gmu.edu or the Interim Chair of the Department of Global and Community Health, Dr. Lawrence Cheskin, at lcheskin@gmu.edu.

Practicum Complaints

Students with an issue or concern with an off-site practicum supervisor should first contact the MPH Practicum Coordinator, Dr. Patrice Winter at pwinter@gmu.edu.

Other Complaints/Grievances/Feedback within GCH

We recognize that there might be instances where a student has a formal complaint or grievance. To initiate an investigation, the student must complete the Grievance Form for Global and Community Health students, found on the Graduate Academic Forms webpage.

University Support

The university offers support for complaints through the Office of Compliance, Diversity, and Ethics (CDE). Discuss options with an office representative and receive assistance in filing an informal or formal complaint. Visit the CDE website for more information at diversity.gmu.edu.

Program Feedback

The Department of Global and Community Health is committed to delivering the highest quality graduate degree programs and concentrations and providing an overall first-rate academic experience to all students. Suggestions made to the MPH Program Coordinator for improving our programs are always welcome.

The Graduate Students for Public Health student group can also provide anonymous feedback to the Chair of the Department of Global and Community Health. The 2019-2020 GSPH executive board members are:

- Asra Ahmad, president
- Pedro Villela Chavez, vice president
Online Education Experience at Mason

A goal of the Department of Global and Community Health is to provide a high-quality online learning experience where students can acquire the knowledge and develop the skills necessary to advance their career in a public health-related setting. Learning online (either in the 100% online concentration in public health practice or taking any online course) requires an additional commitment to master the technology associated with the online course. To be successful, students must devote the time necessary to master Blackboard and the Blackboard Mobile app.

If you are new to online learning or need a “refresher” on the basic of online learning visit Mason Online’s Online Learning Basics.

Tips for a Successful Online Experience at Mason

There are numerous strategies to facilitate your online learning success. As posted on Mason Online, tips for a successful online experience include:

- Be realistic.
- Take responsibility for your own learning.
- Stay linked with Mason.
- Know the syllabus.
- Organize your time.
- Create a study space.
- Check your technology.
- Stay connected.
- Consider the rules of Netiquette.

Netiquette Guidelines – Professional Behavior Expectations

Certain behaviors are expected when you communicate with both your peers and instructors through online means. The following provide some guidance, but professors may have additional guidance or requirements for their courses.

- Treat instructor with respect, even in e-mail or in any other online communication
- Always use your professors’ proper title: Dr. or Professor.
- Unless specifically invited, don’t refer to them by first name
- Use clear and concise language
- All graduate level communication should have correct spelling and grammar
- Avoid slang terms and texting abbreviations (such as “u” instead of “you”)
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Use standard fonts and avoid using caps lock feature as it can be interpreted as yelling
- Limit and possibly avoid use of emoticons like 😊
- Be careful with personal information

Message Board Netiquette

- Make posts that are on topic and within the scope of course material
- Take your posts seriously and review and edit your posts before sending
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else’s post without adding something of your own to it
Avoid short, generic replies such as “I agree”, you should include why you agree or add to the discussion.

When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.

Do not make personal or insulting remarks.

Be open-minded.

E-mail Netiquette

- Use a descriptive subject line
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name

Technology Requirements

Students are required to have access to a computer that can access all functions on Blackboard, including videos, a compatible web browser, a reliable high speed Internet connection, a webcam, and word processing and presentation software. Microsoft Office is available to students for free.

Visit Mason Online for more details and to view a list of supported browsers and operating systems: https://masononline.gmu.edu/what-technologies-do-i-need/

Technical Support

Fortunately, online technical problems at Mason are rare. Nevertheless, you will at times experience technical difficulties. When you do have a technical problem, go to the Information Technology Services website at https://its.gmu.edu/.

Course Support and Blackboard Technical Questions

General Blackboard course support and additional course tools can be found at https://its.gmu.edu/article-categories/tl-s/
MPH Competencies

Foundational Competencies

Evidence-Based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods approach for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software
4. Interpret results of data analysis for public health research

Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory 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 at organizational, community and societal levels
7. Assess population needs, assets, and capacities that affect communities’ health

Planning & Management to Promote Health
8. Apply awareness of cultural values and practices to the design or implementation 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
11. Select methods to evaluate public health programs

Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
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
15. Evaluate policies for their impact on public health and health equity

Leadership
16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Inter-professional Practice
21. Perform effectively on inter-professional teams

Systems Thinking
22. Apply systems thinking tools to a public health issue
**MPH Concentration Competencies**

**Community Health Promotion**

1. Apply appropriate social, behavioral, and communication theories, concepts and models in health promotion research and practice.
2. Communicate how social and behavioral factors are related to disease risk.
3. Identify, analyze, synthesize, and interpret research findings in the professional literature to inform health promotion research and practice.
4. Select, perform, and interpret appropriate statistical analyses.
5. Apply epidemiological principles to the study of social factors and human health.

**Epidemiology**

1. Utilize data and literature to recognize domestic and global public health problems pertinent to the overall population and to demographic, cultural, or other subgroups of the population.
2. Identify determinants or risk factors of human health and disease.
3. Conduct an in-depth exploration of a public health concern that affects a demographic, cultural, or other subgroup.
4. Communicate epidemiologic evidence to lay and scientific audiences.
5. Conduct systematic reviews that appropriately summarize epidemiologic literature.
6. Implement strategies for minimizing bias in epidemiologic studies.
7. Conduct a reproducible data analysis project.

**Food Security and Nutrition**

1. Conduct systematic research literature reviews on the effect of nutrition programs, policies, and practices.
2. Apply the concepts and science of food and nutrition in formulating strategies aimed at improving individual and population health outcomes.
3. Integrate the social, cultural, historical, political, biological, and environmental factors to plan and evaluate public health nutrition programs.
4. Evaluate health and nutritional status of individuals and communities.
5. Apply the basic principles of food selection to support healthy dietary practices amongst individuals and population.

**Global Health**

1. Compare the major causes of morbidity and mortality across high-, middle-, and low-income regions.
2. Explain the social, economic, and environment determinants of health.
3. Apply ethical approaches in global health research and practice.
5. Apply monitoring and evaluation techniques to global health programs, policies, and/or outcomes.
6. Display critical self-reflection, cultural humility, and ongoing learning in global health.
**Health Policy**

1. Apply the effective use of research and various policy analysis tools for supporting policy development, implementation and evaluation.
2. Demonstrate ability to write and speak in a clear, logical, persuasive and grammatical manner for policy-related situations and audiences.
3. Lead and facilitate constructive interactions with individuals and various policy stakeholder groups to achieve optimum decision-making in policy advocacy, development, implementation and analysis.
4. Critically evaluate policy issues, ideas, events and process in advance of policy development and decision making.
5. Select, perform, and interpret appropriate statistical analyses.

**Public Health Communication**

1. Understand the strategic roles of communication and marketing in public health practice. 
2. Understand major health communication theories, and how they apply to public health practice.
3. Demonstrate the ability to plan evidence-based and culturally sensitive public health communication programs.
4. Demonstrate the ability to implement evidence-based and culturally sensitive public health communication programs using a variety of communication channels.
5. Demonstrate the ability to evaluate evidence-based and culturally sensitive public health communication programs.
6. Ability to conduct research to guide the development, implementation, evaluation, and dissemination of public health communication programs.

**Public Health Practice**

1. Conduct systematic research literature reviews on evaluated public health programs, policies, and practices.
2. Select evidence-based and culturally appropriate public health programs, policies, and health services for improving population and community health.
3. Develop public health risk and crisis communication plans using best practices and models.
4. Identify effective principles of management and leadership in public health practice.
5. Select, perform, and interpret appropriate statistical analyses.

**M.S. Global Health Competencies**

1. Demonstrate independent research conduct through the completion of a research thesis related to a current issue in global health
2. Explain roles, functions, funding sources, organizational structure, and involvement in global health of organizations in the global health arena
3. Communicate epidemiologic evidence related to global health to lay and scientific audiences
4. Utilize data and literature to recognize global health problems
5. Explain the social, economic, and environmental factors that are important determinants of diseases of global health importance
Graduate Assistantships

Overview
Graduate assistantships and lectureships provide a supervised opportunity for Mason graduate students to gain experience in their field of study through teaching, research, or professional career preparation. The College of Health and Human Services, academic departments and research units observe University policies and procedures pertaining to graduate student support, hiring rules and procedures.

Consistent with University policies and guidelines, graduate students (at varying stages of program completion) may be employed as Assistants or Lecturers. Funding for either type of appointment is allocated at the department level. Departments receive CHHS funding to support selected appointments, such as those utilized to recruit outstanding graduate program applicants. Assistantships funded by CHHS must be encumbered in the academic year allocated. Externally funded faculty research projects may also provide funding for graduate level Assistantships, based on the project budget.

Graduate Assistantship Classifications
There are three general classifications of Assistantships, identified by the student’s job responsibilities. For any given position, there may be a combination of duties performed and this will be established at the time of hiring.

Graduate Research Assistant (GRA): A student participating directly in research or research-support activities under faculty supervision. Students with GRA appointments are expected to support faculty research. Full-time GRAs are expected to work 20 hours per week. Half-time GRAs are expected to work 10 hours per week.

Graduate Teaching Assistant (GTA): A student acting as an instructor under faculty supervision. GTAs do not serve as the instructor of record. Students with Graduate Teaching Assistantships (GTAs) support the department by engaging in activities related to teaching. GTA duties and assignment may include assisting faculty in the teaching sections of courses/labs, supporting instructors teaching large sections, tutoring students, and assisting faculty with curriculum development. The hours of work for GRA appointments are specified with each contract, but may not exceed 20 hours per week. GTA appointments do not usually include a tuition waiver.

Graduate Professional Assistant (GPA): A student participating in a non-teaching/non-research position performing work in which they gain experience related to their academic program and that is connected to the student’s field of study and career preparation. GPA appointments do not usually include a tuition waiver.

Graduate Lecturer
Graduate Lecturers (GL) are graduate students appointed to serve as the instructor of record for courses under full-time faculty supervision. Graduate Lecturers may not exceed a workload of 2 courses or 6 credit hours teaching per semester. GL appointments do not include a tuition waiver.

Annual Evaluations
CHHS requires all GRAs, GTAs, GPAs, and GLs to be evaluated annually by the student’s supervising faculty in the academic department in which the student has served. The evaluation form is below.

Other On-Campus Student Employment
Students (undergraduate and graduate) are also eligible to apply for wage positions at the university. These positions offer the benefit of allowing the student to work and pursue studies, but do not carry tuition benefits. For more information, see the Student Wage section of the Mason Human Resources website, and/or Handshake.

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1 This section was adapted from the College of Health and Human Services, Graduate Student Appointments and Work Policy (adopted May 1, 2018)
Appendix A

Department of Global and Community Health
College of Health and Human Services
George Mason University

Graduate Assistant Performance Evaluation

Student Name: ____________________________ G# ____________________________

Supervisor Name: ____________________________ Year: ____________________________

Performance Evaluation Criteria

The following criteria should be used to evaluate the graduate assistant’s performance.

OUTSTANDING
Performance is far and above the defined job expectations. The graduate assistant consistently does outstanding work, regularly exceeding job expectations. Performance that exceeds expectations is due to the effort and skills of the employee. Any performance not consistently exceeding expectations is minor or due to events not under the control of the employee.

VERY GOOD
Performance meets the defined job expectations and in many instances exceeds job expectations. The graduate assistant is, overall, doing a very good job. Performance that exceeds expectations is due to the effort and skills of the graduate assistant.

SATISFACTORY
Performance meets the defined job expectations. The graduate assistant generally performs according to the expectations by doing a good job. The graduate assistant is doing the job at the level expected for graduate assistants in this position. The good performance is due to the graduate assistant’s own effort and skills.

NEEDS IMPROVEMENT
Performance meets most of the job expectations but only partially meets the remainder. The graduate assistant generally is doing the job at a minimal level, and improvement is needed to fully meet expectations. Lapses in performance are due to the graduate assistant’s lack of skills or effort.

UNSATISFACTORY
Performance consistently fails to meet the defined expectations or requires frequent, close supervision and/or the redoing of work. The employee is not doing the job at the level expected for graduate assistants in this position. Unsuccessful job performance is due to the graduate assistant’s own lack of effort or skills.

NOT OBSERVED
Student was not observed by the person doing the evaluation.
### Evaluation Form

<table>
<thead>
<tr>
<th>Evaluation Areas</th>
<th>Outstanding</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
</tr>
</thead>
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<tr>
<td><strong>Basic requirements</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>1. Follows directions</td>
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<td>2. Completes work as scheduled</td>
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<td>3. Executed assignments according to job description and/or project requirements</td>
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<td>4. Informs supervisor in advance of planned absences</td>
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<td>5. Displays reliability and promptness</td>
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<td>6. Submits timesheets as required and on time</td>
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<tr>
<td><strong>Task Performance</strong></td>
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<td>7. Produces quality work</td>
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<td>8. Manages time effectively</td>
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<td>9. Works independently</td>
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<td>10. Works in an organized manner</td>
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<td>11. Collaborates effectively when necessary</td>
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<td>12. Provides updates on progress as required</td>
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<tr>
<td><strong>Professionalism</strong></td>
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<td>13. Receptive to direction and constructive criticism</td>
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<td>14. Recognizes problem areas in his or her own performance and makes improvements</td>
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<td>15. Exhibits work ethic and integrity</td>
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<td>16. Takes initiative to solve problems</td>
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Please list 3-5 accomplishments during the evaluation period (e.g., conducted literature reviews, implemented intervention/program, collected/processed/analyzed data, prepared manuscripts and abstracts, developed conference presentation materials, assisted in grant applications, etc.)

1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________
4. ____________________________________________________________________________
5. ____________________________________________________________________________
Overall, the student’s performance:

______ Exceeds Expectations  ______ Meets Expectations  ______ Does Not Meet Expectations

Supervisor’s Comments
(Please comment on specific aspects of assistant’s work performance. You may wish to include additional information about the assistant’s general performance, such as whether the assistant proposes innovative ideas and solutions; initiates and pursues additional assignments; adjusts to varying assignments; or implements knowledge and skills necessary to meet requirements.)

____________________________________________________________________________________
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Graduate Assistant’s Comments
(Feel free to comment on specific aspects of the supervisor’s assignments and guidance. These comments can help make the assignment a useful experience for future students.)

____________________________________________________________________________________
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____________________________________________________________________________________

The following signatures indicate that the graduate assistant has read and understood the assessment and has discussed it with the supervisor. The signatures do not imply agreement.

Supervisor______________________ ______________________________________________________
Print                                      Signature                                      Date

Graduate Assistant_______________________ _________________________________________________
Print                                      Signature                                      Date