University of Pittsburgh
GRADUATE SCHOOL OF PUBLIC HEALTH
Request for Exemption from Pitt Public Health MPH Core Course

1.   TO BE COMPLETED BY STUDENT

Name _____

Department _____Degree_____

Course for which exemption is requested _____

Reason for exemption request (i.e. all course competencies previously met through completed coursework). Students must submit syllabi for course(s) used as the basis for this request and the course(s) must appear on the official transcripts on file for the student in the Pitt Public Health Office of Student Affairs. Note below if the syllabus/i and transcript(s) have been submitted, along with course name, credit(s) and final grade.

☐ syllabus ☐ transcript course name: _____ credit(s): _____ final grade: _____

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List which course(s) covered the competencies and how the competencies were assessed in the coursework. See page 2 for where the CEPH competencies are covered in the Pitt Public Health core courses. Include the letter and number for each competency noted.

Competency #_____   Assessed: ☐ test ☐ paper ☐ project ☐ other: _____

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2.   TO BE COMPLETED BY STUDENT'S ADVISOR

Recommendation: ☐ approved ☐ denied

Signature_____Date _____

3.   SIGNATURE OF CORE FACULTY INSTRUCTOR
To locate current instructor of the course seeking exemption, see schedule of classes (www.publichealth.pitt.edu/home/academics/courses/schedules)

Recommendation: ☐ approved ☐ denied

Signature_____Date _____

Return original request, following completion of Sections 1, 2, and 3, to your department's student services coordinator, who will forward the original to the Office of Student Affairs, G009 Public Health.

Courses	CEPH competencies covered in MPH core courses
BCHS 2509: *Social and Behavioral Sciences and Public Health*	K9. Explain behavioral and psychological factors that affect a population's health.
	K10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
	C2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
	C3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
	C4. Interpret results of data analysis for public health research, policy or practice.
	C6. 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.
	C7. Assess population needs, assets and capacities that affect communities' health.
	C8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
	C11. Select methods to evaluate public health programs.
	C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
BIOST 2011/2041: *Principles of Statistical Reasoning/ Introduction to Statistical Methods I*	C2. Select quantitative and qualitative data collection methods appropriate for a given public health context
	C3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
	C4. Interpret results of data analysis for public health research, policy or practice.
EOH 2013: *Environmental Health and Disease*	K7. Explain effects of environmental factors on a population's health.
EPIDEM 2110: *Principles of Epidemiology*	C1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
HPM 2001: *Health Policy and Management in Public Health*	C5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
	C12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
	C15. Evaluate policies for their impact on public health and health equity.
PUBHLT 2015: *Public Health Biology*	K4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
	K8. Explain biological and genetic factors that affect a population's health
PUBHLT 2033: *Foundations in Public Health*	K1. Explain public health history, philosophy and values.
	K2. Identify the core functions of public health and the 10 Essential Services.
	K3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
	K5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
	K6. Explain the critical importance of evidence in advancing public health knowledge
	K11. Explain how globalization affects global burdens of disease.
	K12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health).
PUBHLT 2034: *Public Health Communications*	C18. Select communication strategies for different audiences and sectors.
	C19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
	C20. Describe the importance of cultural competence in communicating public health content.
PUBHLT 2035: *Applications in Public Health*	C9. Design a population-based policy, program, project or intervention.
	C10. Explain basic principles and tools of budget and resource management.
	C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
	C16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
	C17. Apply negotiation and mediation skills to address organizational or community challenges.
	C21. Perform effectively on interprofessional teams.
	C22. Apply systems thinking tools to a public health issue.

*(K1-12) MPH Foundational Public Health Knowledge
*(C1-22) MPH Foundational Competencies

The MPH Foundational Public Health Knowledge and MPH Foundational Competencies are from the 2016 CEPH Accreditation Criteria.