

**University of Washington School of Public Health**  
**Course Waiver Student Checklist**  
**for Courses Covering CEPH Competencies**  
**MPH—Global Health**

**STUDENTS ARE REQUIRED to ensure that all competencies noted below are accounted for to waive an applicable course.** If even one from the list below cannot be shown to have been included in prior course work, then a waiver cannot be granted for that course, and the required course must be completed.

**All MPH students are required** to ensure that the 12 Foundational Public Health Knowledge Competencies, the 22 MPH Foundational Competencies, and the five unique degree competencies ([CEPH 2024 Criteria](#)) are accounted for to waive any applicable course.

**CEPH Foundational Public Health Knowledge Competencies**

<input type="checkbox"/>	D1-1	PHI 511	Explain public health history, philosophy, and values.
<input type="checkbox"/>	D1-2	PHI 511	Identify the core functions of public health and the 10 essential services.
<input type="checkbox"/>	D1-3a	PHI 512 <i>or</i> EPI 512	Explain the role of quantitative methods and sciences in describing and assessing a population's health.
<input type="checkbox"/>	D1-3b	PHI 513	Explain the role of qualitative methods and sciences in describing and assessing a population's health.
<input type="checkbox"/>	D1-4	PHI 511	List major causes and trends of morbidity and mortality in the US or other community relevant to school or program.
<input type="checkbox"/>	D1-5	PHI 511	Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
<input type="checkbox"/>	D1-6	PHI 512 <i>or</i> EPI 512	Explain the critical importance of evidence in advancing public health knowledge.
<input type="checkbox"/>	D1-7	PHI 511	Explain the effects of environmental factors on a population's health.
<input type="checkbox"/>	D1-8	PHI 511	Explain biological and genetic factors that affect a population's health.
<input type="checkbox"/>	D1-9	PHI 511	Explain behavioral and psychological factors that affect a population's health.
<input type="checkbox"/>	D1-10	PHI 511	Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
<input type="checkbox"/>	D1-11	PHI 511	Explain how globalization affects global burden of disease.
<input type="checkbox"/>	D1-12	PHI 514	Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).

## MPH Foundational Competencies

<input type="checkbox"/>	D2-1	PHI 512 <i>or</i> EPI 512	Apply epidemiological methods to settings and situations in public health practice.
<input type="checkbox"/>	D2-2a	PHI 512 <i>or</i> EPI 512	Select quantitative data collection methods appropriate for a given public health context.
<input type="checkbox"/>	D2-2b	PHI 513	Select qualitative data collection methods appropriate for a given public health context.
<input type="checkbox"/>	D2-3a	PHI 512 <i>or</i> BIOST 511	Analyze quantitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
<input type="checkbox"/>	D2-3b	PHI 513	Analyze qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
<input type="checkbox"/>	D2-4	PHI 514	Interpret results of data analysis for public health research, policy, or practice.
<input type="checkbox"/>	D2-5	PHI 511	Compare the organization, structure, and function of healthcare, public health, and regulatory systems across national and international settings.
<input type="checkbox"/>	D2-6	PHI 514	Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.
<input type="checkbox"/>	D2-7	PHI 515	Assess population needs, assets, and capacities that affect communities' health.
<input type="checkbox"/>	D2-8	PHI 515	Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.
<input type="checkbox"/>	D2-9	PHI 515	Design a population-based policy, program, project, or intervention.
<input type="checkbox"/>	D2-10	PHI 515	Explain basic principles and tools of budget and resource management.
<input type="checkbox"/>	D2-11	PHI 515	Select methods to evaluate public health programs.
<input type="checkbox"/>	D2-12	PHI 515	Discuss the policy-making process, including roles of ethics and evidence.
<input type="checkbox"/>	D2-13	PHI 516	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
<input type="checkbox"/>	D2-14	PHI 516	Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
<input type="checkbox"/>	D2-15	PHI 515	Evaluate policies for their impact on public health and health equity.
<input type="checkbox"/>	D2-16	PHI 516	Apply leadership and/or management principles to address a relevant issue.
<input type="checkbox"/>	D2-17	PHI 516	Apply negotiation and mediation skills to address organizational or community challenges.
<input type="checkbox"/>	D2-18	PHI 516	Select communication strategies for different audiences and sectors.
<input type="checkbox"/>	D2-19	PHI 516	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.
<input type="checkbox"/>	D2-20	PHI 516	Describe the importance of cultural competence in communicating public health context.
<input type="checkbox"/>	D2-21	PHI 516	Integrate perspectives from other sectors and/or professions to promote and advance population health.
<input type="checkbox"/>	D2-22	PHI 514	Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.

## Global Health MPH Degree Competencies

<input type="checkbox"/>	G H 511	Summarize and reflect on the major social determinants of health that affect social well-being, poverty, and health, globally, including the relative roles of education, family income, nutrition, housing, water, sanitation, health care, colonialism, neoliberalism, conflict, racism, and inequality.
<input type="checkbox"/>	G H 511	Analyze the role of health institutions, including government agencies, non-governmental organizations, and global donors; their ideologies, agendas, power dynamics, and policy frameworks; and the evolution of their responses to global health issues since the mid-20th century.
<input type="checkbox"/>	G H 511	Design and present a comprehensive proposal to address the major health issues in selected countries, including gap analyses, logical frameworks, budgets, and evaluation frameworks.
<input type="checkbox"/>	G H 531 <i>and</i> G H 532	Describe a global health research project or program evaluation, and present the rationale, goals, and appropriate methods for its successful implementation.
<input type="checkbox"/>	G H 593	Reflect upon issues of power, privilege, inequity, and social justice, discuss how racism, colonialism and other structural inequities impact global health policy and practice