1. **Course Mapping:**
   You must demonstrate that you have met each of the *Foundational Knowledge Learning Objectives AND Foundational Competencies* associated with EPI 504. Specifically, you must map prior *graduate-level coursework completed at a CEPH-accredited school or program* to the course learning objectives/competencies outlined in the Assessment Mapping Table below. You must align each learning objective/competency with a component on your previous course syllabus that documents how the learning objective and competency was met (e.g. class lectures, required readings). Additionally, you must identify one specific *individual assessment* that your instructor used to determine whether you met each learning objective/competency (e.g. homework assignments, final project, presentation). Group projects that don’t show how you individually met the competencies are not sufficient.

2. **Course Syllabus:**
   You must provide a copy of the course syllabus which documents that you have received didactic training addressing the learning objectives/competencies. Assessments of competencies must be evident from the syllabus. If this is not the case, a copy of the actual assessment must be included with your syllabus. If you met the learning objectives/competencies across more than one course, you must provide a syllabus for each course, and map the learning objectives/competencies to the correct course. **Note that it is NOT sufficient to provide syllabi for review; you must complete the course mapping using the table provided below.**

3. **Transcript:**
   Provide a transcript documenting that you have taken an equivalent public health foundational course in the past 5 years with a minimum final grade of B.

4. **Submission for Review:**
   Please submit your completed Course Petition, Transcript, Syllabus and Assessment Mapping form in a single PDF file to your ADAP. They will route it to the appropriate MPH Program Director for review. Reviews normally take at least two weeks to process.
### Foundational Knowledge Learning Objectives

For each foundational knowledge learning objective listed below, please provide a specific didactic component evident from the syllabus of the course upon which the petition is based (e.g. lecture, required readings):

- **Explain the critical importance of evidence in advancing public health knowledge**
  - List didactic component (e.g. name specific lecture, cite specific reading):

### Foundational Competencies

For each foundational competency listed below, please provide a specific didactic component evident from the syllabus of the course upon which the petition is based (e.g. lecture, required readings) AND describe a specific assessment opportunity (e.g. homework assignment, final project, presentation):

- **Apply epidemiological methods to the breadth of settings and situations in public health practice**
  - List didactic component (e.g. name specific lecture, cite specific reading):
  
  Describe specific assessment (e.g. homework assignment, final project, presentation):

- **Select quantitative data collection methods appropriate for a given public health context**
  - List didactic component (e.g. name specific lecture, cite specific reading):

  Describe specific assessment (e.g. homework assignment, final project, presentation):

### EPI 504 Learning Objectives

For each EPI 504 learning objective please provide the following:

- a specific deliverable or product (e.g. final essay, presentation, exam, report)
- class syllabus with assignment highlighted
- other documented evidence

- **Choose the appropriate study design for a given research question**

- **Calculate measures of disease frequency**
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>Calculate and interpret the appropriate measures of association between an exposure and disease (ratio and difference measures)</td>
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<tr>
<td>Quantify measures of potential impact</td>
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<tr>
<td>Evaluate screening and diagnostic tests by calculating and interpreting sensitivity, specificity, and predictive values</td>
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</tr>
<tr>
<td>Recognize main sources of systematic error (selection bias, information bias and confounding) in epidemiologic research</td>
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<tr>
<td>Assess data for confounding and interaction (effect modification)</td>
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<tr>
<td>Perform simple and stratified analyses of the data</td>
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