Diagram of a Competency Statement

conditional tense

- Students who earn an MPH from Brown University should be able to do the following:
 - PLO-1: Develop programs to meet public health needs.
 - PLO-2: Assess the outcomes of programs addressing public health concerns.
 - PLO-3: Identify culturally competent strategies to address health disparities among
 - different populations.
 - PLO-4: Effectively communicate public health information to public health practitioners in writing.
 - PLO-5: Effectively communicate public health information orally to the general public.

Each rung <u>must</u>:

ladder

- Specify the skill, knowledge, or professional behavior that is to be learned and demonstrated.
- Start with a **verb** that denotes an action that the instructor can **observe**.
- Be single-barreled.

Each rung should:

- Be succinct.
- Point to an activity the instructor can observe at **one moment in time** because it results in a learning artifact or scheduled live performance.
- Denote skill, knowledge, or level of mastery students will unlikely to have acquired before the educational unit.
- Be specific to the academic discipline.

The rungs as a whole <u>should</u>:

- Be a **manageable** number to assess
 - About 3 5 single-barreled competencies for a course.
 - About 5 8 single-barreled competencies for a program.
- Describe educational unit's **necessary and sufficient** learning.