






Curriculum Mapping Structure OSU/OHSU College of Pharmacy

Levels in the Curriculum		Common Language/Definitions
<p>Competency Domains (CAPE Domains)</p> <p>1. Foundational Knowledge, 2. Essentials for Practice and Care, 3. Approach to Practice and Care, 4. Personal and Professional Development</p>	 PROGRAM LEVEL	<p>Competency Domains: A category of a set of knowledge, skills, and attitudes required to perform a job or broad task.</p>
<p>Program-Level Student Learning Outcomes (P-SLOs)</p> <p>CAPE Subdomains and OSU 12</p>		<p>Program-Level Student Learning Outcomes: Outcomes defined in terms of the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences, sometimes referred to as “graduation requirements.”</p> <p>Example: By the end of the program, graduates will be able to manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems. (CAPE 2.2. Medication Use Systems Management).</p>
<p>Course Purpose Statement (AKA Course Description)</p> <p>A broad statement of intent or desired accomplishment</p>	 COURSE LEVEL	<p>Course Purpose Statement (Course Description): A broad statement of intent or desired accomplishment for the course; what you would find in a course catalogue describing the course.</p> <p>Example: <i>This course is designed to provide students with a basic understanding of the form and function of DNA, genomic organization, cytogenetics, principles of simple and complex inheritance, whole genome association, and genomic diversity in disease. Translational and clinical applications will be emphasized throughout the course, utilizing case presentations, problem-based learning, and lectures.</i></p>
<p>Course Specific Measurable Student Learning Outcomes (SLOs)</p>		<p>Course Specific Measurable Student Learning Outcomes (SLOs): The Course SLOs are skills or goals which are further identified and clarified as instructional objectives. SLOs are learner-focused statements reflecting what a student will be able to do as a result of an instructional activity. Each outcome statement should start with a measurable action verb that indicates the level of learning, followed by a precise description of the learned behavior, knowledge, or attitude.</p> <p>8-15 would be considered reasonable for a typical course. As you define the important content and concepts to be learned, keep these two questions in mind: What would I like the impact of this course to be on students in two to three years after this course is over? What would distinguish students who have taken this course from students who have not? Example: 1. <i>Distinguish between various types of higher cognitive dysfunction.</i> 2. <i>Describe the cardinal manifestations of focal CNS damage that results in memory dysfunction, speech problems, spatial reasoning problems, and other aspects of higher cognition.</i></p>
<p>Module/Session Learning Objectives</p> <p>Narrow, discrete intentions of student performance</p>		<p>Module/Session Learning Objectives: Narrow, discrete, intentions of student performance. Objectives are measurable and observable. Well-stated objectives clearly tell the student what they have to do, under what conditions the performance takes place by following a specified degree or standard of acceptable performance.</p>