College of Pharmacy
Co-Curricular Learning Outcomes (CoCuLOs)

Co-Curricular Learning Outcomes

CoCuLO	Initial	Developing	Developed	Proficient
1. **Social Awareness and Cultural Sensitivity**. Students demonstrate awareness of and responsiveness to social and cultural differences by adapting behaviors appropriately and using effective interpersonal skills	• Does not demonstrate empathy • Does not demonstrate awareness of social and cultural differences when interacting with others	• Demonstrates some awareness of others' feelings but has difficulty expressing empathy • Demonstrates awareness of social and cultural differences but has difficulty expressing sensitivity and respect for these differences	• Generally demonstrates empathy and validates others' feelings • Generally demonstrates awareness of and responsiveness to social and cultural differences by adapting behaviors appropriately, as displayed by use of some of the following: appropriate language, respectful tone, verification of understanding	• Consistently demonstrates empathy and validates others' feelings • Consistently demonstrates full awareness of and responsiveness to social and cultural differences by adapting behaviors appropriately to show respect for these differences, as displayed by use of all of the following: appropriate language, use respectful tone, verification of understanding
2. **Professionalism and Advocacy** Students demonstrate professional behavior and effective interactions with other healthcare professionals, community members, and/or patients and advocate for initiatives to improve patient care, health outcomes, and the profession of pharmacy.	• Does not consistently demonstrate professional attitudes and behaviors (altruism, excellence, duty, accountability, honesty, and integrity) • Demonstrates frequent lapses in accountability or quality of work And/ Or • Does not serve as an advocate for the profession of pharmacy	• Demonstrates some professional attitudes and behaviors; however, some inconsistencies are present that may impede on the quality of work or treatment of patients and other healthcare team members (altruism, excellence, duty, accountability, honesty, and integrity) And/ Or • Demonstrates minimal participation at advocacy events related to the profession of pharmacy	• Generally demonstrates professional attitudes and behaviors (altruism, excellence, duty, accountability, honesty, and integrity) • Often demonstrates ability to use these behaviors and values to improve healthcare And/ Or • Serves as an advocate for the profession of pharmacy through involvement in initiatives to improve the profession	• Consistently demonstrates professional attitudes and behaviors that uphold the integrity and competence of the work and the treatment of patients and other healthcare team professionals (altruism, excellence, duty, accountability, honesty, and integrity) • Consistently demonstrates ability to use these behaviors and values to improve healthcare And/ Or • Assumes a key role in advocating for the profession of pharmacy through active engagement in initiatives to improve the profession of pharmacy
3. **Self-Awareness and Learning**. Students demonstrate self-awareness through reflection and the development of appropriate	• Does not demonstrate self-awareness, particularly of own biases and emotions that could impact outcomes and ability to work with others	• Demonstrates minimal degree of self-awareness, particularly of own biases and emotions that could impact outcomes and ability to work with others	• Often demonstrates self-awareness, particularly of own biases and emotions that could impact outcomes and ability to work with others and often	• Consistently demonstrates self-awareness, particularly of own biases and emotions that could impact outcomes and ability to work with others,

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plans for self-directed learning and development.	• Does not seek opportunities for personal growth and self-directed learning	• Demonstrates rudimentary ability to reflect on own knowledge, skills, abilities, and experiences. • Occasionally seeks opportunities for personal growth and self-directed learning	acts in a manner that mitigates harm from biases, beliefs, and emotions • Demonstrates some ability to reflect on own knowledge, skills, and experiences • Often seeks opportunities for personal growth and self-directed learning	and regularly acts in a manner that mitigates harm from biases, beliefs, and emotions • Demonstrates ability to reflect on own knowledge, skills, and experiences • Regularly seeks opportunities for personal growth and self-directed learning
4. Innovation/ Entrepreneurship. Students demonstrate innovation and creativity to develop novel strategies to accomplish professional goals, or students demonstrate an understanding for how innovation and creativity influence the development of novel strategies to accomplish professional goals.	• Does not demonstrate innovation and creativity to develop strategies to accomplish professional goals OR • Does not demonstrate an understanding for how innovation and creativity influence the development of strategies for goal accomplishment	• Demonstrates minimal innovation and creativity to develop strategies that are mostly unrealistic to accomplish professional goals OR • Demonstrates minimal understanding for how innovation and creativity influence the development of strategies for goal accomplishment	• Demonstrates innovation and creativity to develop novel, but not necessarily feasible and appropriate, strategies to accomplish professional goals OR • Demonstrates general understanding for how innovation and creativity influence the development of strategies for goal accomplishment	• Demonstrates innovation and creativity to develop novel strategies that are feasible and appropriate to accomplish professional goals OR • Demonstrates a thorough understanding for how innovation and creativity influence the development of strategies for goal accomplishment
5. Public Health and Education. Students apply skills learned in the classroom to create and effectively deliver public health initiatives and health-related education to the community.	• Does not demonstrate application of skills learned in the classroom	• Demonstrates difficulty in applying skills learned in the classroom to create and deliver public health initiatives and health-related education to the community	• Demonstrates sufficient application of skills learned in the classroom to create and deliver public health initiatives and health-related education to the community	• Demonstrates appropriate and effective application of skills learned in the classroom to create and effectively deliver public health initiatives and health-related education to the community
6. Service and Leadership. Students demonstrate the ability to lead and work collaboratively with others to accomplish a shared goal that improves healthcare.	• Functions to satisfy personal needs rather than those of the healthcare team	• Demonstrates minimal ability to contribute toward shared goals; does not lead but participates willingly	• Generally demonstrates attitudes and behaviors that respond to the accomplishment of shared goals that improve healthcare • Demonstrates ability to work well with others to co-create shared goals • Regularly takes responsibility for projects that improve healthcare	• Consistently demonstrates appropriate attitudes and behaviors that contribute to the accomplishment of shared goals that improve healthcare • Demonstrates ability to work well with people and systems and to drive the creation, development, and implementation of shared goals that improve healthcare