Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Name: Jennifer Malinowski, PharmD
   Department: Pharmacy Practice
   Phone and email: Jennifer.malinowski@wilkes.edu (570) 408-3294

2. Proposal Title: New Spanish Concentration for Pharmacy Students

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

   x New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.

   □ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.

   □ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.

   □ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.

   □ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.

   □ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).

   □ Change in course credit or classroom hours.

   □ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).

   □ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

- [ ] Course Addition Form (plus syllabi)
- [ ] Course Deletion Form
- [ ] Course Change Form

5. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

Upon careful consideration, the Wilkes School of Pharmacy faculty decided that a “Spanish Concentration” would add value to the pharmacy program and communities served by our students. This new specialty concentration vision is consistent with the university’s mission of educating our students in a “multicultural world” and embracing the values of diversity and community. We believe the proposed specialty concentration will: 1) enhance our highly qualified applicant pool, 2) benefit existing students completing experiential and community service initiatives in Spanish-speaking communities and 3) improve the marketability of our students for post graduate training and employment opportunities. Spanish is the number one language spoken in non-English homes and the percentage is on the rise. Positioning our students to improve communication with this growing population will improve our school’s commitment to cultural competency and ability to provide high quality health care while making meaningful contributions to the science and practice of pharmacy. Our vision for cultural competency and community engagement will also improve with limiting language barriers from the equation.

The Spanish Concentration will be unique amongst pharmacy programs across the nation. Since 2000, new schools of pharmacy grew dramatically. Within the past three years alone, there are approximately two dozen new pharmacy schools under development across the United States. Finding additional niches for the program is essential in a competitive market. The American Journal of Pharmacy Education published an abstract on the status of specialty track/concentration offerings in 2013. Sixteen out of 128 pharmacy schools (80% response rate) offered specialty tracks/concentrations; none included Spanish as an option. Intersecting the walls between the pharmacy school and other valuable programs offered at Wilkes fosters a diverse student experience that places the Wilkes student at an advantage when compared to other students whose curriculum is limited within the School of Pharmacy.

While some students opt for a minor in Spanish, achievement of the 18 minimum required credit hours is challenging within the science-rich pharmacy curriculum. Only eight to twelve credit hours are open between the P1-P3 years due to the extent of required curriculum. If students enter the pharmacy program without a significant amount of Spanish courses, it is not possible to obtain a minor degree within the usual timeframe.

The recession has made the job market a challenging place for students, including pharmacy. The accelerated push to develop new pharmacy programs has led to a saturation of the job market in
many areas that previously had opportunities. The recession also contributed to the baby boomer generation delaying retirement, which also limited additional opportunities. We strongly believe that this concentration in Spanish will improve student competitiveness in the marketplace. Because of this, the School of Pharmacy voted to pilot a specialty track/concentration in Spanish as part of a Strategic initiative for 2013-2016.

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

The Colleges of Arts, Humanities and Social Sciences and Pharmacy and Nursing will be affected. All didactic courses involved in the concentration are within the Department of Global History and Languages. The track would include both didactic (minimum of 9 credits, 200 level and above) and experiential components (a minimum of 40 hours or 1 credit). Required courses to complete the Specialty concentration include: SP 204 (Intermediate Spanish, 3 credits), SP 205 (Conversation, 3 credits) and SP 211 (Conversational Spanish for Health and Social Studies, 3 credits). Pre-requisites identified in the bulletin will apply. All courses are already developed and would not require any content alteration. Current class times may need to be reconsidered to ensure availability within the pharmacy curriculum schedule. If there is a high demand, additional class offerings may need to be considered.

A minimum of 40 experiential, hands-on hours (1 credit) are required to apply and practice skills. An experiential component through study abroad in Spain (offered as a 2 week, 3 credit course or a 4 week, 6 credit course) fulfills the experiential requirement. The course is offered July of each year and would have minimal impact on the existing pharmacy curriculum. Study abroad and/or independent study eligible for at least one credit may also be considered upon approval by Dr. Malinowski, the Director of the Spanish Concentration Program for the School of Pharmacy. PHA 560 is a required experiential, service learning course. Although no additional service hours are required, students are required to obtain a minimum of 20% of their service hours (4 total hours accumulated over P1–P3 years) working within Spanish-speaking communities. There were several opportunities identified at the Volunteers in Medicine, Scranton Clinics, The Commonwealth Medical College, and Hazleton communities.

Some courses may conflict with pharmacy students’ introductory pharmacy practice experiences (IPPEs), but the available pharmacy elective open times will be used for the didactic portion when possible. In addition, pharmacy students completing Spanish minors and majors have worked around this conflict through at home work and relocating some IPPEs to the summer using the “IPPE Course Conflict Request Form.” Some courses are only offered every other year, so students will need to take courses when available.
7. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

Students will complete SP 204, 205 and SP 211 along with an experiential component (Spain study abroad is pre-approved; additional opportunities will be considered upon approval by Dr. Malinowski). Pharmacy students are required to complete 20% of their required Self Directed Introductory Pharmacy Practice Experience hours (4 hours between P1-P3) within a Spanish-speaking community. Students will complete their didactic courses between the fall of P2 and the spring P3 semesters (the typical P1 year does not allow elective coursework for the majority of students).

Proposed Concentration in Spanish

P2 Fall Semester Credits

P2 Spring Semester
SP 204 3

P2 Summer
Study Abroad Program, Spain 3-6 credits OR
Experiential Learning (requires pre-approval), 1 credit

P3 Fall Semester
SP 205 3

Or P3 Spring Semester
SP 211 3

PHA 560 Must have 4 hours service in Spanish-speaking community

Total credits: Minimum of 10; range 10-15

Ms. Hritzak indicated a completion will be designated on the transcript as a concentration in Spanish (upon approval). A certificate will be presented upon graduation.
8. Signatures and Recommendations. (please date)

- Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
- If a potential signatory disagrees with a proposal he/she should write "I disagree with this proposal" and a signed statement should be attached to this submission.

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<tr>
<td>Pharmacy Practice</td>
<td>(03) History &amp; Lang</td>
<td>7-12-2014</td>
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<tr>
<td>Zbignien J. Wyczak, Pharm.D.</td>
<td>Jozef J. Latent, MA</td>
<td>02-27-2014</td>
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<tr>
<td>Susan H. Hitzak</td>
<td>Susan Hitzak, MD</td>
<td>3-5-14</td>
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<td>Provost should check here ___ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.</td>
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