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: Vicky Shah, PharmD
   Department: Pharmacy Practice
   Phone and email: 570-408-3826  vicky.shah@wilkes.edu

2. Proposal Title: NAPLEX Preparation

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”). Each different type of proposal must be submitted on a separate form.
   □ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. Major = minimum of 30 credits, minor = minimum of 18 credits.
   □ New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.
   □ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   □ Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   ☒ 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)

Indicate the number of course modification forms that apply to this proposal:
   ___1___ Course Addition Form (Attach Syllabi: refer to Faculty Handbook for requirements)
   ______ Course Deletion Form
   ______ Course Change Form

Revised 4/30/2018
4. 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.

- Due to the change in blueprint of the North American Pharmacist Licensure Examination (NAPLEX) exam, board pass rates have been declining over the past several years nationally. In an effort to proactively promote student success, the Nesbitt School of Pharmacy implemented a required NAPLEX preparation course in 2017-2018 for the graduating pharmacy class of May 2018. Thirteen required cumulative section exams on various topics were administered electronically and were completed by P4 students during Advanced Pharmacy Practice Experiences (ie rotations) from November 2017 - May 2018. Students were required to take the cumulative section exams but no minimum score was provided for students to achieve to move on to the next rotation or graduate from the program. There were no consequences in place in the event students did not complete the cumulative section exams. The overall average score of all required quizzes 2017-2018 was 60%. The School curriculum committee felt that due to the expense of the program (purchased by the School) and variability in student performance and commitment that a minimum score should be put into place for students to achieve ≥60% on each quiz. This course is developed to provide more guidance and consequence associated with reviewing the material in the course.
- A schedule will be established for each cumulative section exam. There are approximately 30 questions on each cumulative section exam; up to 2 cumulative section exams may be combined into one testing deadline. There are a total of 11 required cumulative section exams that will be required for students to complete. Students are required to achieve a minimum score of 60% on each cumulative section exam. Students will be permitted to retake cumulative section exams as many times as they wish to achieve this cut score as long as it is within the set deadline. Optional quizzes designed for particular APPE rotations do not require a minimum score and do not have a deadline.
- If the student does not achieve ≥60% on a cumulative section exam by its due date or if the student forgets to complete the cumulative section exam, the student will be required to complete all individual quizzes through the online program for the sections covered on the cumulative section exam. Students must achieve ≥60% on each of the individual quizzes to be considered as passing. The cumulative section exam the student failed/missed will also be reopened for the student and requires a passing score ≥60%.
- A student is considered to have passed the course once they achieve ≥60% on all cumulative section exams and any additional assigned quizzes by May 1st.
- If the student does not complete previously stated requirements by May 1st, they will fail the course.
- If the student does not achieve a passing score of ≥60% on each of the cumulative section exams and additional assigned quizzes by May 1st, the student will be provided the opportunity to complete a 150 question cumulative course exam in which they must achieve ≥60% to pass the course. In addition, students must also achieve at least ≥60% on each of the cumulative section exams and additional assigned quizzes by the Tuesday before graduation. An incomplete grade will be submitted to the registrar as the 150 question cumulative course exam will not be provided until the week prior to graduation during board review. If the student does not successfully achieve ≥60% on the 150 question cumulative course exam, the student will have failed the course and graduation will be delayed until the student achieves ≥
60% on all 82 individual quizzes. Any quizzes completed prior to the failure to achieve ≥ 60% on the 150-question cumulative course exam must be redone. The soonest the student can graduate will be at summer commencement provided the student achieves ≥60% on all 82 individual quizzes prior to the deadline to submit necessary paperwork for graduation. If a student does not successfully complete the required coursework during the summer additional graduation delays will occur. The course coordinator will work with the student to establish a new remediation schedule.

5. 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.

- No other programs will be affected by this proposal
- Students are provided with the prep course from the school of pharmacy so there is no additional expense on behalf of the student. No additional faculty will be needed to coordinate the course.
- Students need to use a computer to take the exams. Students may use a computer of their own, the computer lab, or at their site to complete exams and quizzes. Smart phones may also be used to take the exams and quizzes.
- There is no effect on other courses as the exams and quizzes are spaced out so students can take them throughout their rotations. Students will also be provided the opportunity to work in advance if they wish to complete future exams and quizzes.

6. 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.

Doctor of Pharmacy Program - Required Courses and Recommended Course Sequence for the Professional Program

P4 Semester:

**P-4 Advanced Pharmacy Practice Experiential Year summer/Fall/Spring**

There are four required APPE rotations: Summer/Fall

- PHA-510 Internal Medicine
- PHA-511 Ambulatory Care
- PHA-512 Community Practice
- PHA-513 Health System

Spring: (note that rotations may fall in different semesters): 3 additional rotations are electives

Add: PHA 515 NAPLEX Preparation (Zero credit)
7. New Program Assessments: (For new programs ONLY)

**All new major programs reviewed through the Curriculum Committee must complete this section.** Please consult the following page for guidance in developing an assessment plan:  https://wilkes.edu/about-wilkes/university-committees/assessment/assessment-planning.aspx

   a. Please list program-level student learning outcomes (SLOs) that all program majors should be able to demonstrate upon graduation from the program. SLOs should be worded such that student performance can be measured directly.

      a. Students should be able to demonstrate their knowledge of pharmacy through the completion of cumulative exams that mirror elements of the NAPLEX blueprint.
      b. Students should be able to demonstrate test taking capabilities by completing online quizzes and exams.

   b. Please briefly describe current plans for how student performance on each program-level SLO will be assessed. Be sure to answer *where* (which courses), *when* (frequency), and *how* (assessment method) for each SLO.

      a. Where - This new course is a full review of didactic and clinical material taught throughout the curriculum in preparation for their required Board review exam.
      b. When - October - May. Students will be provided with a schedule of when certain section cumulative exams and if necessary, chapter quizzes, are due. Students may work ahead if they wish. A list of recommended chapters per each required rotation will also be provided for students to allow them to utilize appropriate materials during APPEs.
      c. How - Students will complete online cumulative exams and quizzes through the RXPREP program. A semester performance spreadsheet will be reviewed by the school assessment committee for any potential curricular recommendations to our school curriculum committee.

   c. Please identify by name any external accreditation agency or agencies that will influence assessment planning. Include standards or requirements from that accreditor that must be followed when developing the program’s assessment plan. You are encouraged to share specific, current web links to relevant content when standards or requirements related to assessment are substantial. American Council of Pharmacy Education (ACPE) https://www.acpe-accredit.org/

Not Applicable
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.

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department chair(s) of all potentially affected programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott L. Stoltz, Dean</td>
<td></td>
<td>12/13/18</td>
</tr>
<tr>
<td>Susan Hitzak, Registrar</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost (For new programs, significant revisions and revisions to the General Education Program revisions only). 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>
<td></td>
<td>12/14/18</td>
</tr>
<tr>
<td>Judith Rezvani, Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 4/17/2018
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 1

1. Course Title: NAPLEX Preparation

2. Course Number: ___PHA 515______________
   Coordinate with Registrar to insure course number is available

3. Course Credits: _0____
   Classroom Hours_____ Lab Hours_____ Other_____

4. Course Pre-requisites: P4 Standing

5. Course Co-requisites: none

6. Effective Date of Addition (semester/year) _Spring 2020_

7. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course will be provided annually to P4 students to assist in preparation for The North American Pharmacist Licensure Examination (NAPLEX). Students will complete cumulative exams assigned by the coordinator.

8. Required Documentation:
   Propose Syllabus Attach proposed syllabi immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.

   Syllabus Attached

Revised 4/17/2018
Nesbitt School of Pharmacy
at
Wilkes University

Department of Pharmaceutical Sciences
and
Department of Pharmacy Practice

PHA 515
NAPLEX Preparation
Spring 2020

Revised December 2018

Coordinator:
Jennifer Malinowski, PharmD
Asst Dean, Academic Affairs
Associate Professor, Pharmacy Practice
Wilkes University, Nesbitt School of Pharmacy
**Course Title:** NAPLEX Preparation course

**Course Number:** PHA 515

**Course Credit:** 0

**Class Time:** Online program offered from October through May each academic year.

**Course Description:** Pharmacist licensure requires that each student passes the North American Pharmacist Licensure Examination (NAPLEX). This course is designed to provide a comprehensive review for the fourth professional year pharmacy student in preparation for the NAPLEX, the pharmacy board exam. The course will use the RxPrep® program, online video library, and a repository of over 3000 questions to support success on online assessments. The course is structured to include a baseline test, 11 cumulative section exams administered between October-May, and a post assessment provided during our on campus board review prior to graduation. Students will progress through quizzes/chapters on their own at a pre-designed pace to coordinate with the end of each advanced pharmacy practice experience (APPE). Optional subject based exams that assess content from common diseases and issues encountered during required rotations such as internal medicine, ambulatory care, community, and hospital will also be offered.

**Prerequisites:** P4 standing

**Course Outcomes:**

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Program Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply knowledge from the foundational sciences to evaluate the scientific</td>
<td>ACPE Appendix 1; “Pharmaceutical Sciences, Social and Behavioral Sciences, Clinical Sciences” SOP/CAPE 1.1</td>
</tr>
<tr>
<td>literature, explain drug action, solve therapeutic problems, and advance patient-</td>
<td></td>
</tr>
<tr>
<td>centered care.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Collect, interpret, and design assessments.</td>
<td>ACPE Appendix 1; “Pharmaceutical Sciences, Social and Behavioral Sciences, Clinical Sciences” SOP/CAPE 2.1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Create a monitoring plan to provide patient-centered care.</td>
<td>ACPE Appendix 1; “Pharmaceutical Sciences, Social and Behavioral Sciences, Clinical Sciences” SOP/CAPE 2.1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Identify problems and implement recommendations based on patient and drug-</td>
<td>ACPE Appendix 1; “Pharmaceutical Sciences, Social and Behavioral Sciences, Clinical Sciences” SOP/CAPE 3.1</td>
</tr>
<tr>
<td>specific characteristics.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment:
By the end of the course, the student will have completed
1. 11 Cumulative Section Exams administered 6 times over the course of the academic year.
2. Online Disease State/pharmacy topic specific quizzes if necessary

Learning Objectives: At the completion of this module, the student should be able to:
1. Demonstrate their knowledge of pharmacy through the successful completion of quizzes
2. Demonstrate test taking capabilities by completing online quizzes and exams.

Course Assessment: 11 Cumulative Section Exams

Course Grade Scale:
Pass: ≥60% on all required cumulative section exams
Fail: <60% on any required cumulative section exam by the testing deadline AND <60% on any additional online chapter quizzes required due to failure to achieve ≥60% on the corresponding cumulative course exam

- A schedule will be established for each cumulative section exam. There are approximately 30 questions on each cumulative section exam; up to 2 cumulative section exams may be combined into one testing deadline. There are a total of 11 required cumulative section exams that will be required for students to complete. Students are required to achieve a minimum score of 60% on each cumulative section exam. Students will be permitted to retake cumulative section exams as many times as they wish to achieve this cut score as long as it is within the set deadline. Optional quizzes designed for particular APPE rotations do not require a minimum score and do not have a deadline.
- If the student does not achieve ≥60% on a cumulative section exam by its due date or if the student forgets to complete the cumulative section exam, the student will be required to complete all individual quizzes through the online program for the sections covered on the cumulative section exam. Students must achieve ≥60% on each of the individual quizzes to be considered as passing. The cumulative section exam the student failed/missed will also be reopened for the student and requires a passing score ≥60%.
- A student is considered to have passed the course once they achieve ≥60% on all cumulative section exams and any additional assigned quizzes by May 1st.
- If the student does not complete the previously stated requirements by May 1st, they will fail the course.

Remediation Statement:
If the student does not achieve a passing score of ≥60% on each of the cumulative section exams and additional assigned quizzes by May 1st, the student will be provided the opportunity to complete a 150 question cumulative course exam in which they must achieve ≥60% to pass the course. In addition, students must also achieve at least ≥60% on each of the cumulative section exams and additional assigned quizzes by the Tuesday before graduation. An incomplete grade will be submitted to the registrar as the 150 question cumulative course exam will not be provided until the week prior to graduation during board review. If the student does not successfully achieve ≥60% on the 150 question cumulative course exam, the student will have failed the course and graduation will be delayed until the student achieves ≥ 60% on all 82 individual quizzes. Any quizzes completed prior to the failure to achieve ≥ 60% on the 150-question cumulative course exam must be redone. The soonest the student can graduate will be at summer commencement provided the student achieves ≥60% on all 82 individual quizzes prior to the deadline to
submit necessary paperwork for graduation. If a student does not successfully complete the required coursework during the summer additional graduation delays will occur. The course coordinator will work with the student to establish a new remediation schedule.

**Required Text:**

**Examination/Quiz Policy**

Students must complete all cumulative section exams prior to each deadline and achieve a minimum score of 60% or higher. Multiple attempts are permitted.

**Academic Honesty:**

Any student who violates the Intellectual Responsibility and Plagiarism Policy as stated in the most recent University Student Handbook Violators will be subject to disciplinary action which may include failure of the course.

**Professionalism (adapted from Purkenson D. University of Washington)**

As consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in professional practice courses.

**Professionalism is demonstrated by a student who:**
- uses appropriate use of verbal & non-verbal communication
- is punctual
- is reliable, dependable, accountable for one’s actions
- behaves in an ethical manner produces quality work,
- accepts constructive criticism and modifies behavior if necessary
- is cooperative – i.e. non-argumentative; willing and helpful
- is non-judgmental – student demonstrates an attitude of open-mindedness towards others and situations; does not “stereotype” others or prejudge situations
- communicates assertively – actively and appropriately engages in dialogue or discussion
- is self-directed in undertaking tasks, self-motivated
- is respectful – demonstrates regard for self, standardized patients, peers, faculty, staff and university property
- is empathetic – demonstrates appreciation of others’ positions; attempts to identify with other with others’ perspectives; demonstrates consideration towards others
- handles stress – remains calm, levelheaded, and composed in critical, stress or difficult situations
- is an active learner – seeks knowledge; asks questions, searches for information, takes responsibility for own learning
- is confident – acts & communicates in a self-assured manner, yet with modesty and humility
- follows through with responsibilities – if task is left incomplete or problem is not resolved, student seeks aid
- is diplomatic – is fair and tactful in all dealings with patients, peers, faculty and staff.
- is appropriately attired
- demonstrates a desire to exceed expectations – goes “above and beyond the call of duty”, attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities
- utilizes time efficiently – allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others’ time wisely
The information in this syllabus is subject to change in extenuating circumstances. Changes to the course syllabus will be provided to the student in writing.

### Schedule of Topics for PHA 515

#### Recommended Topics for Rotations

<table>
<thead>
<tr>
<th>Ambulatory Care</th>
<th>Community</th>
<th>Institutional</th>
<th>Internal Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Anticoagulation</td>
<td>● Allergic Rhinitis, Cough &amp; Cold</td>
<td>● Biostatistics &amp; Pharmacoeconomics</td>
<td>● Acute Coronary Syndromes</td>
</tr>
<tr>
<td>● Asthma</td>
<td>● Common Skin Conditions</td>
<td>● IV Drug Compatibility, Stability, Administration &amp; Degradation</td>
<td>● Arrhythmias</td>
</tr>
<tr>
<td>● Chronic Obstructive Pulmonary Disease</td>
<td>● Constipation &amp; Diarrhea</td>
<td>● Lab Values &amp; Drug Monitoring</td>
<td>● Chronic Heart Failure</td>
</tr>
<tr>
<td>● Diabetes</td>
<td>● Dietary Supplements, Natural &amp; Complementary Medicine</td>
<td>● Non-sterile Compounding</td>
<td>● Critical Care &amp; Fluids/Electrolytes</td>
</tr>
<tr>
<td>● Dyslipidemia</td>
<td>● Drug Use in Pregnancy and Lactation</td>
<td>● Renal Disease</td>
<td>● Infectious Disease</td>
</tr>
<tr>
<td>● Hypertension</td>
<td>● Gastroesophageal Reflux Disease &amp; Peptic Ulcer Disease</td>
<td>● Sterile Compounding</td>
<td>● Ischemic Heart Disease</td>
</tr>
</tbody>
</table>
### Schedule of Topics and Due dates for each Cumulative section exam:

<table>
<thead>
<tr>
<th>Exam Due Date</th>
<th>Topics/Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/1</td>
<td>Completion of 43 item pre-test (no minimum score required)</td>
</tr>
</tbody>
</table>
| 12/3          | Mini cumulative section exams 1,2 (Preparing for NAPLEX/Calculations, Biostatistics)  
|               | Block 4 ends 11/30 |
| 1/3           | Mini cumulative section exams 3,4 (Compounding, Renal/Liver disease, infectious diseases) |
| 2/11          | Mini cumulative section exams 5,6 (Cardiovascular, Eyes/Ears/Nose/Skin disorders)  
|               | Block 6 ends 2/8 |
| 2/18          | Mini cumulative section exams 7 (Pulmonary)  
|               | Break: 2/8-2/17 |
| 3/25          | Mini cumulative section exams 8,9 (Endocrinology/Women’s and Men’s Health/Special populations)  
|               | Block 7 ends 3/22 |
| 4/29          | Mini cumulative section exams 10,11 (Pain/Oncology/Psychiatric disorders)  
|               | Block 8 ends 4/26 |
| OPTIONAL Closes 5/13 | Mini cumulative section exams 12, 13 (GI, Pharmacy Foundations) |