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 Edward Foote  
   Department Pharmacy Practice  
   Phone and email edward.foote@wilkes.edu x 4293

2. Proposal Title: Addition of Pharmacy Care Lab to Spring P2 PharmD Curriculum

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

☐ 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:

   ___1___ Course Addition Form (plus syllabi)
   ___0___ Course Deletion Form
   ___2___ 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.

   This proposal will re-introduce Pharmacy Care Lab into the Spring Semester of the P2 year.
   Pharmacy Care Lab is a skills-based practice lab which is designed to provide students opportunities
   to learn and practice skills such as communication and counseling, compounding, patient
   assessment, information mastery and others. The original curriculum at Wilkes included five
   semesters but several years ago, the P2 Spring course was deleted to make room for other curricular
   changes. Over the last few years, the faculty have realized that our students need additional
   opportunities to practice skills as well as the practice of pharmacy has evolved such that new skills
   need to be incorporated into our curriculum (for example information mastery and medication
   therapy management). This proposal has received approval from the SOP curriculum committee
   and faculty. With the addition of Pharmacy Care Lab III to the spring semester of the P2 year, the
   P3 labs will need to be re-named to Pharmacy Care Lab IV and V.

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.

   This adds 1 credit to the spring semester. No additional resources are requested as the lab will be
   taught with existing faculty and some adjuncts. No other programs are affected by this program.
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.

**THE DOCTOR OF PHARMACY PROGRAM REQUIRED COURSES AND RECOMMENDED COURSE SEQUENCE FOR THE PROFESSIONAL PROGRAM**  
(P2 and P3 only)

<table>
<thead>
<tr>
<th>P-2 Fall Semester</th>
<th>P - 2 Spring Semester</th>
</tr>
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<tbody>
<tr>
<td>PHA 401 Pharmacy Care Lab II 1</td>
<td>PHA 402 Pharmacy Care Lab III 1</td>
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<tr>
<td>PHA 405 Pharmaceutical Care Systems Design &amp; Control 2</td>
<td>PHA 410 Immunology and Biotechnology 3</td>
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<tr>
<td>PHA 411 Biopharmaceutics/ Clinical Pharmacokinetics 4</td>
<td>PHA 412 Management of Pharmacy Operations 3</td>
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<tr>
<td>PHA 421* PT - Pharmacology 2</td>
<td>PHA 426* PT – Surgery / Hematology / RA 2</td>
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<tr>
<td>PHA 423* PT - Intro 2</td>
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<td>PHA 430* PT - GI 2</td>
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<td>PHA 526* PT - Endocrine 2</td>
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<td>PHA 509 Economic Evaluation of Pharm. 3</td>
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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.

Edward F. Foote
Print Name/Title: 
Department chair(s) of all potentially affected programs
Signature: 
Date: October 9, 2014

Zbigniew Witczak
Print Name/Title: 
Department chair(s) of all potentially affected programs
Signature: 
Date: January 14, 2015

Bernard Graham
Print Name/Title: 
Dean(s) of any potentially affected College/School
Signature: 
Date: October 14, 2015

Susan Hritzak
Print Name: 
Registrar
Signature: 
Date: January 15, 2015

Anne Skedler
Print Name: 
Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).
Signature: 
Date: January 15, 2015

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.

Print Name: 
Signature: 
Date: 
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.

N/A
Print Name: 
Signature: 
Date: 
Chair, General Education Committee. For revisions to General Education program only.
(Signature indicates that the proposal has been approved by GEC).
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 1

1. Course Title: Pharmacy Care Lab III

2. Course Number: PHA 402
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours _____   Lab Hours_3 (1 credit)   Other _____

4. Course Prerequisites:

5. 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 five-semester sequence is designed to develop the student's ability to integrate and apply information as well as practice skills that are taught throughout the curriculum. The use of case studies, role-plays, presentations, and other active-learning strategies engages students in the learning process and requires them to synthesize information at increasing levels of complexity as the student moves through the course sequence.

   Requirement: P-1, P-2, or P-3 standing, as appropriate for each laboratory.

6. Required Documentation:
   Proposed Syllabus   Attach proposed syllabus 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.

   SEE attached.
Wilkes University
School of Pharmacy

Department of Pharmacy Practice

PHA 402 A1, A2, A3
Pharmaceutical Care Lab III
Spring

Instructional Team:

TBA
Course Title: Pharmaceutical Care Lab III

Course Number: PHA 402 Section A1, A2, A3

Course Credit: 1 credit

Class Time: Monday (A1) 2:00 – 5:00 PM (Pharmacy Practice Lab)
Wednesday (A2) 2:00 – 5:00 PM (Pharmacy Practice Lab)
Friday (A3) 2:00 – 5:00 PM (Pharmacy Practice Lab)

Course Description: This course is the third of a five-semester sequence that will integrate subject material from the curriculum and introduce selected practice related topics and skills. This first part of the course will focus on development of information mastery skills. In the second part of the course, students will learn how to implement a medication therapy management (MTM) program. In addition, reinforcement of communication skills will be emphasized. This course is focused on the development of skills rather than simply the understanding of theory. Active student learning strategies will be employed throughout this course for the development of the following terminal outcomes as stated in the School of Pharmacy’s Student Outcomes Document:

Educational Outcomes: Students should refer to the “2012 Educational Outcomes Document”.

Section 1: Pharmaceutical Care

1.1 Knowledge of Basic Science, Math, Economic and Regulatory Principles
1.1.1. Demonstrate skills in mathematics for accurate prescription preparation, analysis of bio-physical processes and/or socioeconomic data.
1.1.4. Demonstrate knowledge of drug mechanisms of action and toxicities.
1.1.5. Demonstrate knowledge of physiochemical, pharmacokinetic, and pharmacodynamic principles underlying drug disposition and elimination.

1.2 Evaluate the Prescription, Prepare, and Dispense Medication
1.2.2. Determine the completeness and accuracy of information in a drug order or prescription.
1.2.3. Determine the appropriateness of drug doses, dosage forms, routes of administration, and frequencies of administration.
1.2.4. Perform calculations required to compound, dispense, and administer medications.

1.3 Manage Medication Information
1.3.1 Recognize and articulate an information need.
1.3.2 Efficiently retrieve information and evaluate it for relevance and validity.
1.3.3 Synthesize and apply the information in context of the situation or question/need.
1.3.4 Use the information gathered to formulate evidence-based answers.
1.3.5 Effectively communicate medical information with appropriate written and/or verbal language.

1.4 Obtain and Organize Patient Information
1.4.1. Interview patients and healthcare providers.
1.4.2. Perform basic physical assessments.
1.4.3. Acquire patient information from the patient record.
1.4.4 Use subjective and objective data to develop a complete and prioritized problem list.
1.5 Assess and Interpret Patient Information
1.5.1 Explain the etiology and risk factors for drug related problems.
1.5.2 Explain the purpose/indication for drug therapy.
1.5.4 Explain the risks and benefits of current and alternative therapies.
1.5.5 Assess the patient for potential drug interactions.
1.5.6 Assess the patient for possible adverse drug reactions.
1.5.7 Identify toxic and suboptimal drug therapy.
1.5.8 Assess patient adherence and identify potential barriers to adherence.

1.6 Design and Implement a Patient-Specific Pharmaceutical Care Plan
1.6.1 Utilize basic science, math, economic and therapeutic principles in selecting and justifying drug therapy for a patient.
1.6.2 Recommend drug therapies based on patient-, drug-, and disease-specific parameters.
1.6.3 Recommend appropriate preventative medicine and non-pharmacologic therapy including dietary and alternative medicine.
1.6.4 Develop therapeutic goals and measurable outcomes for a patient’s drug therapy.
1.6.5 Justify recommendations with supporting evidence from appropriate sources.
1.6.6 Communicate pharmaceutical care plan to other health care professionals.
1.6.7 Counsel patients and caregivers about appropriate therapy.
1.6.8 Ameliorate barriers that interfere with a patient’s ability to adhere to recommended therapy.
1.6.9 Provide drug and disease information to patients, caregivers and health care providers.

1.7 Monitor and Evaluate a Patient-Specific Pharmaceutical Care Plan
1.7.1 Formulate a monitoring plan for optimizing drug safety and efficacy utilizing pharmacokinetic, pharmacogenomic and pharmacodynamic principles.
1.7.2 Interpret clinical lab data to monitor and adjust therapy.
1.7.3 Revise the pharmaceutical care plan as necessary.
1.7.4 Document pharmacy practice activity in the patient’s medical record.

Section 4: General Abilities
4.1 Find, observe, analyze, evaluate, apply and synthesize information to solve problems and make informed, rational, responsible and ethical decisions. (Cognitive Abilities)
4.2 Relay and respond to information effectively and appropriately using verbal, non-verbal, written and technological methods of communication. (Ability to Communicate)
4.3 Demonstrate an ability to lead others and conduct oneself according to current professional standards. (Professionalism)
4.4 Demonstrate an awareness and sensitivity of social and cultural issues and actively participate in community and civic initiatives. (Citizenship)
4.5 Effectively self-assess and improve personal and professional abilities on an ongoing basis. (Continuous Professional and Personal Development)
4.6 Actively, effectively, and appropriately participate in group interactions to achieve common goals. (Group Collaboration)
Learning Objectives:
Each laboratory section will have specific learning objectives which will be linked with The School of Pharmacy Educational Outcomes listed above. The instructor will ensure that the learning goals for those labs are made clear to the student.

Course Assessment:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Laboratory Assignments</td>
<td>50%</td>
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<tr>
<td>Midterm exam</td>
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<tr>
<td>Final exam</td>
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Course Grade Scale:

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<th>Grade Range</th>
<th>GPA</th>
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<tbody>
<tr>
<td>93 – 100</td>
<td>4.0</td>
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<tr>
<td>87 – 92</td>
<td>3.5</td>
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<tr>
<td>80 – 86</td>
<td>3.0</td>
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<tr>
<td>79 – 75</td>
<td>2.5</td>
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<tr>
<td>70 – 74</td>
<td>2.0</td>
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<td>65 – 69</td>
<td>1.5</td>
</tr>
<tr>
<td>60 – 64</td>
<td>1.0</td>
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</tbody>
</table>

Text:
1) Assigned readings either on reserve in the PIC or through Desire2Learn (http://live.wilkes.edu)

Required Equipment:

- None
**Incident Report**

This is a Professional Practice Lab. As such: *any recommendation/intervention/answer in cases that would kill a patient will result in 0 points for any question that is patient related or for the case (depending on what applies). The student then must complete an incident report as would normally occur in practice and submit the form on the date specified by the instructor. Failure to do so will result in a grade of zero for the entire lab session.*

**Homework:**
Assignments are due at the beginning of class on the due dates stated.

*If the assignment is not submitted at the beginning of lab or the instructor deems it unacceptable, there will be a 1% point deduction form the final course grade.*

Assignments must be:

- Typed (Unless otherwise specified by instructor)
- Done individually (unless otherwise noted in assignment)
- Have in them at the top of the page:
  - 1) Your name,
  - 2) Course #,
  - 3) Lab Section,
  - 4) Date
  - 5) Assignment title

**Assignments will be posted a week prior to the next lab and can be obtained on Desire2Learn.**

**Examination Policy**
All students are expected to arrive at the exam on time. After the first student leaves the examination room, no other student will be admitted into the exam. That will constitute an unexcused absence for the exam and you will receive a grade of zero. In cases of unusual circumstances, you are to contact Dr. Ference *no later than one hour prior to the start of the exam for that day.* Make up exams are NOT given. In unusual circumstances, a make-up exam may only be given at the discretion of the instructional team.

The School of Pharmacy has a technical standards document that can be found in your student handbook. The following is an excerpt regarding requesting accommodations. "Reasonable accommodations are services provided to individuals with disabilities that remove or lessen the effect of the disability-related barrier. Individuals without documented disabilities are not eligible for accommodations. Candidates with disabilities, in accordance with Wilkes University policy, and as defined by section 504 of 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act of 1993, who may seek accommodations in order to meet the technical standards are encouraged to contact University College to discuss what reasonable accommodations, if any, the School of Pharmacy could make in order for the candidate to meet the standards. A student with a disability who requests accommodations will be required to submit this request in writing and provide pertinent supporting documentation in accordance with Wilkes University policies."

**Assignment Policy:**
1. Assignments are due in the beginning of class on the dates announced by the instructor. Assignments will not be accepted after the due date.
2. In-class assignments may be hand written, but must be submitted in a legible form. Illegible assignments will be returned.
Attendance Policy:
Attendance is required. Attendance will be taken at the beginning of each class. A grade of zero will be given for the lab in cases of unexcused absences. In the case of an unusual circumstance (i.e. major illness, death in the family), the student must contact the lab instructor for that day and Dr. TBA AND e-mail prior to, but no later than 1 hour prior to the beginning of the class. Make-up of laboratory assignments is made at the discretion of the instructional team and is not guaranteed. Laboratories will begin ON-TIME. To emphasize and be clear, please arrive early and comprehend this wise, shared, anonymous quote:

“To be early is to be on time, to be on time is to be in late, and to be late is unacceptable”

A student will receive a warning on the first lateness to class, the second (and each additional) offense will result in the lowering of the final grade by one-half grade point (based on a 4.0 scale).

Communication Policy:
All electronic correspondence will be sent to the student’s Wilkes University e-mail account. No other e-mail account will be used. You are responsible for obtaining all electronic correspondence that is sent via the university account. If we do not recognize the e-mail address, it will be automatically deleted. This is necessary due to the number of computer viruses that are being sent via e-mail.

Professionalism

As consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in professional practice courses. Failure to comply with this professionalism policy will result in disciplinary actions at the discretion of the course instructor and course coordinator. Students will receive one warning during the semester then a 1.0 point deduction (based on a 4.0 scale) from the final course grade with each subsequent disregard of this policy.

**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 (see School of Pharmacy Handbook regarding)
- 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 prejude 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 – see dress code below
• 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

Lack of respect for other students, professors or staff as demonstrated by comments, tone of voice, or disruptive behavior will **not be tolerated**. Everyone has a right to be heard and should be able to express their constructive comments without ridicule. When expressing opinions etc. “I” phrases should be used.

**Food and Drink Policy**

There is to be no eating or drinking (except for bottled water) in either the PILL or PIC.

**Dress Policy**

This course is a professional practice environment. As consistent with the expectations of the practice environment, professional dress and attention to personal hygiene are mandatory. Professional dress rules have both aesthetic and safety reasons. For pharmacy practice experience (PPE), sites may have specific dress policies which would need to be adhered to.

The following is considered appropriate attire:

a) All students are to wear a clean, white, long-sleeved lab jacket (as provided in P1 year) with a name badge and the Wilkes logo sewn on.

b) All clothing must comply with the Wilkes University Environmental Health & Safety Management Manual located in the Pharmacy Care Lab.

c) Men: slacks (no cargo pants), collared shirt with tie, dress shoes and socks.

d) Women: slacks, skirts, dresses, closed-toe dress shoes

Short skirts, jeans, sneakers, low-cut dresses, tee shirts, torn clothing, baseball caps, etc. are not professional dress. Clothing which exposes excessive skin in the belly, buttocks or chest is not appropriate.

Tattoos and/or any “body art” must be covered at all times. Visible face or body jewelry are not permitted (i.e. nose, lip, eyebrow or tongue jewelry). Students shall be permitted to wear no more than two traditional earrings in/on each ear.

A neat hairstyle and groomed facial hair is required as part of a well-groomed appearance. Students should avoid wearing overpowering cologne or perfumes.

Students who are considered not to be in appropriate dress will be warned once. A second violation will result in a 1.0 grade deduction from the final course grade. Three or more violations may result in failure of the course.

*This description of professionalism is adapted from Purkenson D from University of Colorado*
Cell Phones, Pagers & Other Communication Devices

All cell phones, pagers etc. are to be on silent mode during class or turned off. Cell phones and pagers are NOT to be used or answered during class time. You will receive a warning the first time but each subsequent disregard of this policy will result in a 1.0 point deduction from the final course grade.

Academic Honesty

Any violation of the Academic Honesty Policy of the University and plagiarism as defined by the English department will not be tolerated. Violators will be subject to disciplinary action, which may include failure of the course. (see University Student Handbook).

Course Surveys

Periodically throughout this course, surveys are administered to collect feedback from students regarding the quality of the learning experience in a particular lab. Data from these surveys are used for quality improvement and instructor development. These surveys are required. Responses are anonymous to the instructor. Surveys will need to be completed within 5 days of posting. If a survey is not completed, 2% will be deducted from the final course grade. If a student misses two surveys in a semester, a 0.5 final grade deduction will be incurred.
# PHA 402 - P2 Care Lab

## Spring P2

### Coordinator: TBA

<table>
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<tr>
<th>WEEK</th>
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<th>Section A2 Date (Wednesday)</th>
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</tbody>
</table>

12/8/14 – 12/17/14 Final Exam week. DO NOT make travel arrangements prior to publication of the final exam schedule by the Registrar’s office
Wilkes University Curriculum Committee
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

Course Number: PHA 501
Course Title: Pharmacy Care Lab III

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy Care Lab III</td>
<td></td>
<td>Pharmacy Care Lab IV</td>
</tr>
<tr>
<td>Course Credit hours. (Indicate classroom, lab or “other” hours.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description (as proposed for Bulletin)†</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

† 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.
Wilkes University Curriculum Committee  
COURSE CHANGE FORM

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Course Number: PHA 502  
Course Title: Pharmacy Care Lab IV

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Existing</th>
<th>Proposed</th>
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<tbody>
<tr>
<td>Course Credit hours. (Indicate classroom, lab or “other” hours.</td>
<td>Pharmacy Care Lab IV</td>
<td>Pharmacy Care Lab V</td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description (as proposed for Bulletin)</td>
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