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Albany College of Pharmacy  
AND HEALTH SCIENCES

106 New Scotland Ave.  
Albany, NY 12208-3492

261 Mountain View Dr.  
Colchester, VT 05446-5823



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AND HEALTH SCIENCES

2009-2010 Catalog

## Albany College of Pharmacy and Health Sciences

106 New Scotland Ave.  
Albany, New York 12208-3492

261 Mountain View Dr.  
Colchester, VT 05446-5823

www.acphs.edu

Albany College of Pharmacy and Health Sciences is part of Union University along with:  
Union College, Founded 1795  
Albany Medical College, Founded 1839  
Albany Law School, Founded 1851  
Dudley Observatory, Founded 1852  
The Graduate College of Union University, Founded 2003

### MISSION STATEMENT

Albany College of Pharmacy and Health Sciences is committed to the advancement of health care through its offering of nationally acclaimed undergraduate and graduate education, post-graduate training programs and research in pharmacy, pharmaceutical sciences and health sciences. The College will continue its strong advocacy for lifelong intellectual and professional growth by providing a strong foundation in the basic, pharmaceutical, clinical and social sciences within a culture that promotes innovation, service and excellence among our students, faculty, staff and alumni.

### VISION STATEMENT

The College, in conjunction with local, national and international collaborators, will be recognized as a pre-eminent educational institution in pharmacy, pharmaceutical sciences and the health sciences, engaged in groundbreaking research in drug discovery, disease state management and health outcomes.

### CORE VALUES

*Institutional accountability and integrity, fiscal responsibility and growth, academic excellence and freedom, individual respect and collegiality, relevant research and scholarly activities, institutional fairness and diversity, commitment to professionalism and ethics.*

### (Disclaimer)

All information in this Catalog pertains to the 2009-2010 academic year and is correct to the extent that the information was available (by August 2009). However, Albany College of Pharmacy and Health Sciences reserves the right to change the course offerings, tuition, fees, rules governing admission, requirements for graduation and the granting of degrees, and any other regulations affecting its students. Such changes will take effect as determined by the College, whether or not there is actual notice to individual students, prospective students or their parents. The College also reserves the right to revise this Catalog at any time without notice, either by direct amendment or by promulgation of a policy or procedure that modifies or abrogates any provision in the Catalog.

Albany College of Pharmacy and Health Sciences does not discriminate on the basis of race, color, sex, sexual preference, age, religion, creed, national origin, marital status, Vietnam Era Veteran status, disabled Veteran status or disability in its programs and activities. The College's policy of nondiscrimination extends to all areas of College operations, including, but not limited to, admissions, student aid, athletics, employment and educational programs. All the rights, privileges, programs and activities generally accorded to all full-time matriculated students of the College are accorded on a nondiscriminatory basis. Albany College of Pharmacy and Health Sciences is an equal opportunity employer and conforms to the regulations and policies of affirmative action and of Title IX. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Gerald H. Katzman, Esq., General Counsel, Albany College of Pharmacy and Health Sciences, 106 New Scotland Ave., Albany, NY 12208-3492; (518) 694-7298; Fax: (518) 694-7341; gerald.katzman@acphs.edu.

ACPHS holds membership in the American Association of Colleges of Pharmacy and the Hudson-Mohawk Association of Colleges and Universities. It is accredited by the Accreditation Council for Pharmacy Education (ACPE), 20 North Clark St., Suite 2500, Chicago, IL 60602-5109, (312) 664-3575. Also, the College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (MSCHE), 3624 Market St., Philadelphia, PA 19104, (267) 284-5000. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The curriculum is approved by the New York State Education Department. The College's Cytotechnology program holds accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park St., Clearwater, FL 33756, 727-210-2350. The College's Clinical Laboratory Sciences holds accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 6410 W Bryn Mawr Ave., Suite 670, Chicago, IL 60631, (773) 714-8880.

### Notification of Rights under FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review your student education records within 45 days of the day Albany College of Pharmacy and Health Sciences (ACPHS) receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. ACPHS will respond to reasonable requests for explanations and interpretations of the records.
- (2) The right to request an amendment of your student education records that you believe are inaccurate, misleading, or otherwise in violation of your privacy rights. FERPA, however, only allows students to challenge and correct "ministerial errors" in their records, not to bring substantive claims regarding the reasons for a particular notation having been made. Students may ask ACPHS to amend a record that they believe is inaccurate or identify the part of the record they want changed, and specify why it is inaccurate or misleading. If ACPHS decides not to amend the record as requested by the student, ACPHS will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in your student education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to ACPHS officials with legitimate educational interests. An ACPHS official is a person employed by ACPHS in an administrative, supervisory, academic, research, or support staff position, or a person or company with whom ACPHS has contracted (such as an attorney, auditor, security personnel or collection agent or an enrollment or degree verification service, and includes the National Student Clearing House, the New York State Board of Pharmacy and similar licensing authorities, and NAPLEX); Paradigms, LLC developers of Turnitin; a person serving on the Board of Trustees of ACPHS; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another ACPHS official in performing his or her tasks. An ACPHS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional or job responsibilities.
- (4) The right to refuse to permit the designation of any or all of the following categories of personally identifiable information, hereafter "directory information," which is not subject to the above restrictions on disclosure and may be disclosed by the College at its discretion:

a. name and campus e-mail address

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- b. city, town or village and state or country of residence
- c. class, anticipated date of graduation, major field of study, including the college, division, department, or program in which the student is enrolled
- d. participation in officially recognized activities and sports
- e. weight and height of members of athletic teams
- f. the most recent educational institution attended and previous educational institutions attended and dates of graduation therefrom
- g. honors and awards received, including selection to a Dean's list or honorary organization,
- h. photographic, video or electronic images of students taken and maintained by ACPHS
- i. marital status and spouse's name
- j. parents names and city, town or village and state or country of their residence

Any student wishing to exercise this right must inform the ACPHS Registrar in writing, by completing a form available in the Registrar's office, within two weeks of the date you receive this notice, of the categories of personally identifiable information which are not to be designated as directory information with respect to that student.

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by ACPHS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
US Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920  
Phone: (202) 260-3887

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## 2009-10 COLLEGE CALENDAR

### FALL SEMESTER 2009

August 27 – 30	Orientation (Thursday-Sunday) (First Year Class, Transfers & Cytotech Program) Classes Start (Monday) Labor Day (Monday) – No Classes or Clerkships Last Day to Drop a Course Without academic penalty
August 31	Fall Recess (Monday-Tuesday)
September 7	Classes Resume (Wednesday)
September 25	Thanksgiving Recess (Wednesday-Friday)
October 12 - 13	Classes Resume (Monday)
October 14	Classes End (Friday) – (excludes Cytotech Program)
November 25-27	Final Examinations (Monday-Friday)
November 30	Cytotechnology Certificate Program ends (Friday)

### SPRING SEMESTER 2010

January 11	Cytotech Program classes resume (Monday)
January 18	Martin Luther King Day (Monday) – No Classes
January 19	Classes Start (Tuesday)
January 12	Last Day to Drop a Course without Academic Penalty
February 15	President's Day (Monday) – No Classes
February 16	Classes Resume (Tuesday)
March 15-19	Spring Recess (Monday-Friday) – No Classes
March 22	Classes Resume (Monday)
April 26	Cytotech Program Clinical Rotations Begin (Monday)
April 30	Classes End (Friday)
May 3 - 7	Final Examinations (Monday-Friday)
May 7	Hooding and Awards Ceremony (Friday)
May 8	Commencement (Saturday)

### SUMMER SESSION 2010

May 17	First Summer Session Begins (Monday)
May 31	Memorial Day (Monday) – No Classes
June 1	Classes Resume (Tuesday)
June 25	First Summer Session Ends (Friday)
June 28 – July 2	Summer Break (Monday-Friday)
July 5	Second Summer Session Begins (Monday)
July 16	Cytotech Program Clinical Rotations End (Friday)
July 28	Cytotech Cert Program Graduation (Wednesday)
August 13	Second Summer Session Ends (Friday)

## 2010-11 COLLEGE CALENDAR

### FALL SEMESTER 2010

August 26 – 29	Orientation (Thursday-Sunday) (First Year Class, Transfers & Cytotech Program) Classes Start (Monday) Labor Day (Monday) – No Classes or Clerkships Last Day to Drop a Course Without academic penalty
August 30	Fall Recess (Monday-Tuesday)
September 6	Classes Resume (Wednesday)
September 24	Thanksgiving Recess (Wednesday-Friday)
October 11 - 12	Classes Resume (Monday)
October 13	Classes Resume (Wednesday)
November 24-26	Thanksgiving Recess (Wednesday-Friday)

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November 29	Classes Resume (Monday)
December 10	Classes End (Friday) – (excludes Cytotech Program)
December 13-17	Final Examinations (Monday-Friday)
December 17	Cytotechnology Certificate Program ends (Friday)

### SPRING SEMESTER 2011

January 10	Cytotech Program classes resume (Monday)
January 17	Martin Luther King Day (Monday) – No Classes
January 18	Classes Start (Tuesday)
February 11	Last Day to Drop a Course without Academic Penalty
February 21	President's Day (Monday) – No Classes
February 22	Classes Resume (Tuesday)
March 14-18	Spring Recess (Monday-Friday) – No Classes
March 21	Classes Resume (Monday)
April 25	Cytotech Program Clinical Rotations Begin (Monday)
April 29	Classes End (Friday)
May 2 - 6	Final Examinations (Monday-Friday)
May 13	Hooding and Awards Ceremony (Friday)
May 14	Commencement (Saturday)

### SUMMER SESSION 2011

May 23	First Summer Session Begins (Monday)
May 30	Memorial Day (Monday) – No Classes
May 31	Classes Resume (Tuesday)
July 1	First Summer Session Ends (Friday)
July 4 – July 8	Summer Break (Monday-Friday)
July 11	Second Summer Session Begins (Monday)
July 15	Cytotech Program Clinical Rotations End (Friday)
July 27	Cytotech Cert Program Graduation (Wednesday)
August 19	Second Summer Session Ends (Friday)

### Pharm.D. Advanced Pharmacy Practice Experience (APPE) Program 2009-2010 Academic Year

Modules	Dates
A	May 18-June 18, 2009
B	June 22-July 24, 2009
Break	July 27-31, 2009
C	August 3-September 4, 2009
D	September 8-October 9, 2009
E	October 13-November 13, 2009
F	November 16-December 18, 2009
Break	December 21, 2009-January 1, 2010
G	January 4-February 5, 2010
H	February 8-March 12, 2010
Break	March 15-19, 2010
I	March 22-April 23, 2010
J	April 26-May 28, 2010 (Make-up rotations only)

**Vacation/Holidays** (\*\* Indicates Possible Day off, at Preceptor's Discretion)

Monday, May 31, 2010 (Memorial Day)
Monday, September 6, 2010 (Labor Day)
Monday, October 11, 2010 (Columbus Day)
Thursday, November 25, 2010-Friday, November 26, 2010 (Thanksgiving)

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Monday, January 17, 2011 (Martin Luther King, Jr. Day<sup>\*\*</sup>)  
Monday, February 21, 2011 (President's Day<sup>\*\*</sup>)  
Commencement May 2011

### Pharm.D. APPE Program 2010-2011 Academic Year

Modules	Dates
A	5/17/10 – 6/25/10 (optional for institutional rotations)
Break	6/28/10 – 7/2/10
B	7/6/10 – 8/13/10 (optional for institutional rotations)
C	8/16/10 – 9/24/10
D	9/27/10 – 11/5/10
E	11/8/10 – 12/17/10
Break	12/20/10 – 12/31/11
F	1/3/11 – 2/11/11
G	2/14/11 – 3/25/11
H	3/28/11 – 5/6/11
I	5/9/11 – 6/17/11 (Make-up rotations only)

### Vacation/Holidays (\*\* Indicates Possible Day off, at Preceptor's Discretion)

Monday, May 31, 2010 (Memorial Day)
Monday, July 5, 2010
Monday, September 6, 2010 (Labor Day)
Monday, October 11, 2010 (Columbus Day)
Thurs & Friday, November 25 & 26, 2010 (Thanksgiving)
Monday, January 17, 2011 (Martin Luther King, Jr. Day <sup>**</sup> )
Monday, February 21, 2011 (President's Day <sup>**</sup> )

### GRADUATION May 2011

### Pharm.D. Community Introductory Pharmacy Practice Experience (IPPE)

Each student will complete one session of Community IPPE. 2010-2011 session dates are:

Session 1	6/1/10-6/25/10
Session 2	6/28/10- 7/23/10
Session 3	7/26/10-8/2/10

### Institutional IPPE 2010-2011 (3 weeks)

Session 1	5/10/2010-5/28/2010
Session 2	6/1/2010-6/18/2010
Session 3	6/21/2010-7/9/2010
Session 4	7/12/2010-7/30/2010
Session 5	8/2/2010-8/20/2010

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## Welcome

On behalf of the faculty, staff and administration, I would like to welcome you to Albany College of Pharmacy and Health Sciences.

As evidenced by the contents of this publication, your experience here will be one that brings a high level of intellectual and personal satisfaction.

The College has always sought to provide students with the best possible learning environment. This tradition continues today through a diversity of degree programs designed to help you excel in a range of settings, such as pharmacies, hospitals, laboratories, the pharmaceutical industry and government agencies. Each of our programs offers excellent preparation for graduate or professional school.

I encourage you to take advantage of all that the College has to offer, not only in the classroom, but also through extra-curricular activities. Professional organizations, student clubs, sports and volunteering opportunities available on campus provide an additional form of education that will undoubtedly enhance your overall experience at the College.

This publication offers useful and important information regarding student policies and procedures, but please feel free to tap the expertise of the faculty, staff and administration if you have any questions or if anything is unclear. These individuals are committed to your success and helping you achieve your full potential.

I look forward to hearing from you as you pursue your educational and career goals. My best wishes for every success.



James J. Gozzo, Ph.D.  
President

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## General Information

### Introduction

Entering its 129th academic year in 2009-10, ACPHS reflects proudly on a history in which its focus has always been to provide a professional experience – in the classroom and in the laboratory – and a personal challenge, fostering independence, responsibility and self-awareness. The success of the College can be seen in its graduates and student body, men and women who share a concern for the health and well-being of others.

Founded in 1881 as the Department of Pharmacy of Union University, a faculty of three members taught a curriculum of only four courses in the first year. Today, more than 100 full-time faculty, 45 part-time faculty and more than 200 adjuncts teach more than 110 courses for degree programs in pharmacy, pharmaceutical sciences, biomedical technology and health and human sciences. In 2009, the College accepted its first students at its second campus, known as the Vermont campus, in Colchester, Vermont. In addition, each year the Office of Continuing Professional Development provides continuing education to more than 2,000 professionals.

ACPHS offers an entry-level Pharm.D. program, a Bachelor of Science in Pharmaceutical Sciences (including an Early Assurance program with Albany Medical College and a joint B.S./J.D. 3+3 program with Albany Law School), B.S. in Biomedical Technology (including a joint Master's-level program in Physician Assistant Studies with Albany Medical College and our own concentrations in Cytotechnology or Clinical Laboratory Sciences), B.S. in Health and Human Sciences, master's degrees in Pharmacy Administration, Pharmaceutical Sciences and Health Outcomes Research, the Doctor of Pharmacy and a Cytotechnology Certificate program. ACPHS also offers two degree programs in conjunction with Union Graduate College: the Pharm.D./Master of Science in Clinical Leadership in Health Management and the Pharm.D./MBA/Health Systems Administration. Note: Pre law, Pre PA and Pre Med options are now available in all B.S. programs.

Research is also a vital part of the institution. The College's Pharmaceutical Research Institute (PRI) opened in 2003 under the direction of Shaker A. Mousa, Ph.D. PRI is dedicated to cutting-edge research, pharmaceutical services and education and focuses its drug discovery efforts on angiogenesis, thrombosis and vascular disorders. The Institute is also playing a leading role in the convergence of nanotechnology and biotechnology, through the Center for NanoPharmaceuticals, which operates under the umbrella of PRI.

The Research Institute for Health Outcomes (RIHO) was established in 2006 to help address the need for high-quality, scientifically sound medical and financial data in health outcomes and pharmaco-economic research. RIHO merges the research activities and clinical expertise of more than a dozen ACPHS faculty into a diverse, transdisciplinary group that works in collaboration with researchers locally, nationally and internationally to deliver empirical results aimed at maximizing patient care with limited financial resources.

Furthermore, the faculty members of each academic department have their individual scholarly pursuit, which provide ample opportunities for interested students in research and scholarly activities.

### Alumni Council

The Albany College of Pharmacy and Health Sciences Alumni Council is a major source of financial and community support to the College. The Council, which represents more than 6,000 graduates of the College, is comprised of alumni volunteers from various class years and is a key liaison for the alumni community to the ACPHS Administration, Board of Trustees and Student Body. Membership in the Alumni Council is automatic upon graduation.

Together, the Alumni Council members and ACPHS Office of Institutional Advancement, work hand in hand to implement a variety of programs, activities, communications, etc. to

keep alumni involved with and informed about the College. Alumni participate in a range of campus and regional activities, including Reunion Weekend, Commencement and the White Coat and Hooding ceremonies in Albany and at the Vermont Satellite Campus. Members of the Alumni Council play a large role in the lives of current ACPHS students as well - through the generosity of various Annual Giving and Annual Fund contributions, recruitment at career fairs and promoting the importance of future alumni involvement.

For more information regarding the ACPHS Alumni Council and community, contact the Office of Institutional Advancement at 518-694-7253.

### General Education

The General Education program at ACPHS supports the mission of the College to instill values, attitudes and skills that enable lifelong intellectual, cultural, personal and professional growth. Courses offered in the first two years expand the student's historical, cultural, literary, scientific and philosophical perspectives. These courses also foster the critical assessment of ethical and humanistic values, and emphasize the communication, critical thinking and problem-solving skills that prepare the student to advance in their professional discipline. In the following years, these qualities are interwoven into the professional and elective courses. Through its blend of required and elective courses, the College strives to expose students to the complexities of the world and prepare them to become valuable participants in, not only the contemporary health care environment, but also the world.

ACPHS's adaptation of the American Association of Colleges of Pharmacy's Center for the Advancement of Pharmacy Education's educational outcomes are listed below

### Ability-based Outcomes

#### I. Thinking Abilities

Think critically, solve complex problems and make informed, rational, responsible decisions within scientific, social, cultural, legal, clinical and ethical contexts.

A. Identify, retrieve, understand, apply, analyze, synthesize and evaluate information needed to make informed, rational, responsible and ethical decisions.

B. Solve complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical and ethical issues.

C. Display habits, attitudes and values associated with mature critical thinking.

#### II. Communication Abilities

Communicate clearly, accurately and persuasively with various audiences using a variety of methods and media.

A. Read and listen effectively.

B. Effectively communicate in speaking and writing, choosing strategies and media that are appropriate to the purpose of the interaction and to the ideas, values and background of the audience.

#### III. Responsible Use of Values and Ethical Principles

Systematically make and defend rational, ethical decisions regarding potentially complex personal, societal and professional situations within a context of personal and professional values.

#### IV. Social Awareness, Social Responsibility and Citizenship

A. Demonstrate sensitivity and tolerance of cultural diversity in all interactions and settings.

B. Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.

#### V. Self-Learning Abilities and Habits

Self-assess learning needs and design, implement and evaluate strategies to promote intellectual growth and continued professional competence.

A. Establish personal and professional learning goals and determine areas of deficiency and/or interest.

B. In order to achieve established learning goals, engage in learning activities on an

ongoing basis for personal or professional development based on self-determined areas of deficiency and/or interest.

#### VI. Social Interaction

Function effectively in interactions with individuals, within group situations, within the workplace and within professional organizations and systems.

#### VII. Numeracy

Use mathematics effectively to meet the demands of day-to-day life at home, at work and in society.

The Pharmacy Education program at ACPHS supports the mission of the College to improve health by educating its students to create and disseminate knowledge leading to improved health care, and by optimizing the benefits of existing drug and related health care practices. Courses offered in the Pharmacy program provide the knowledge and develop the skills necessary to deliver pharmaceutical care. Students are provided opportunities to practice and develop these abilities in classroom, laboratory, and professional practice settings. In addition, students are able to apply knowledge gained in multiple courses in workshops. In these workshops, students will examine patient cases and solve problems through the application and integration of knowledge and skills obtained through multiple courses. This curriculum develops the ability to assess and critically evaluate the role of pharmacotherapy in a variety of conditions, thereby nurturing the transformation of students into pharmacists who optimize every patient's pharmacotherapy regimen. The education provided facilitates progressive adaptation to changing professional practice environments.

### Doctor of Pharmacy Degree Program Professional Practice-based Outcomes

#### I. Provide Pharmaceutical Care

Pharmaceutical care is the responsible delivery of drug therapy to achieve optimal outcomes towards improving a patient's quality of life.

A. Gather and organize patient information in order to identify ongoing or potential drug-related problems and the root cause of the problems.

B. Plan and perform ongoing patient evaluation to identify additional drug-related problems and implement changes in the pharmaceutical care plan.

C. Interpret and evaluate pharmaceutical data and related information needed to prevent or resolve medication-related problems or respond to information requests.

D. Collaborate with health care professionals, patients and/or their caregivers to formulate a pharmaceutical care plan.

E. Implement and be responsible for the pharmaceutical care plan.

F. Document pharmaceutical care activity to facilitate communication and collaboration among providers.

G. Display attitudes, habits and values required to render pharmaceutical care.

#### II. Manage Medication Distribution and Control Systems

A. Use systems for the purchase and storage of pharmaceuticals, durable medical equipment devices and supplies to meet the needs of the patients in the practice.

B. Utilize an inventory control system that is fiscally responsible, maintains an adequate supply for patient needs and meets legal requirements. Comply with federal, state and local laws and related regulations that affect the practice of pharmacy.

C. Utilize systems to prepare, dispense, distribute and facilitate the administration of medications to optimally serve patients' drug-related needs.

#### III. Share Responsibilities for Pharmacy Operations

A. Manage the facilities and equipment on a daily basis.

B. Supervise support staff.

C. Manage the fiscal integrity of the pharmacy on a daily basis.

D. Participate in adaptation in areas of finance, personnel, regulations and technology as pharmacy continues to evolve.

#### IV. Manage Medication Use System

A. Participate in the pharmaceutical care system's process for identifying, reporting and

- managing medication errors and adverse drug reactions.
- B. Participate in the pharmaceutical care system's process for conducting drug-use evaluations.
- C. Participate in the development, implementation, evaluation and modification of a formulary system.
- D. Participate in the development and implementation of critical pathways, clinical practice guidelines and disease management protocols.
- E. Apply principles of outcomes research and quality assessment methods to the evaluation of pharmaceutical care.
- V. Promote Public Health
  - A. Provide emergency care on a limited basis.
  - B. Promote public awareness of health and disease.
  - VI. Provide Drug Information and Education
    - A. Provide pharmaceutical information to health professionals and the general public.
    - B. Provide education on health-related topics, tailored to the needs and educational background of a given audience.
  - VII. Understand the Different Components of the U.S. Health Care System and the Roles of a Pharmacist within it.

**Clinical Laboratory Sciences Program Professional Practice-based Outcomes**

- I. Perform Clinical Laboratory Testing:
  - A. Evaluate appropriateness and quality of laboratory specimens. Understand and perform procedures to handle inappropriate or poor quality specimens and efficiently resolve problems with specimens.
  - B. Accurately and efficiently perform analytic analyses in all areas of the clinical laboratory (clinical chemistry, hematology, hemostasis, immunohematology, clinical microbiology, molecular diagnostics and immunology/serology).
  - C. Perform and evaluate quality control and test results to assure accuracy of analyses.
  - D. Evaluate test results with respect to working diagnosis or medical history in order to facilitate transmission of information to patient care staff and advise, if requested, on appropriate follow-up testing.
  - E. Accurately enter and retrieve patient data and test results from the laboratory information system(s) and computerized/automated instrumentation.
- II. Participate in the Daily Management of the Clinical Laboratory:
  - A. Understand and properly follow all safety requirements within the laboratory and health care facility. These include, but are not limited to, chemical hygiene, blood-borne pathogens and radiation safety.
  - B. Participate in cost analysis of new products or new testing modalities, including instrumentation and budget preparation.
  - C. Evaluate new testing methods and instrumentation for accuracy, specificity, sensitivity and appropriateness to patient care.
  - D. Understand the principles of human resource management.
- III. Promote Public Health:
  - A. Promote public awareness of health and disease
  - B. Understand the role of the laboratory in disaster management
  - C. Provide point-of-care screening testing for health fairs
- IV. Provide Laboratory Information and Education:
  - A. Demonstrate professional conduct and interpersonal communication skills with patients, laboratory personnel, other health care professionals and the public.
  - B. Establish and maintain continuing education for self and others to maintain lifelong learning and professional competence.
  - C. Provide leadership in educating other health care professionals on issues related to the clinical laboratory.
  - D. Apply principles of educational methodology to training for laboratory professionals.
  - V. Understand the Health Care System and the Role of the Medical Laboratory:

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- A. Demonstrate a working knowledge of the role of the regulatory agencies that oversee the clinical laboratory and of the regulations pertinent to the laboratory and the health care organization in which the laboratory resides.
  - B. Understand the organizational structure of health care organizations and the role of the clinical laboratory in the provision of patient care.
- Cytotechnology Program Professional Practice-based Outcomes**
- I. Provide Appropriate Patient Care
    - A. Collaborate with colleagues, pathologists and other health care professionals to deliver optimum patient care.
    - B. Gather and organize patient information and use this in conjunction with all cytologic specimens to formulate the best possible diagnosis for each and every patient.
    - C. Accept or reject the specimen according to current accepted standards. Select and perform the most appropriate preparation and staining technique. Cover slip and label the specimen.
    - D. Utilize the microscope to properly visualize the specimen with knowledge of proper use, care and troubleshooting of the microscope. Appropriately and effectively evaluate each microscopic slide using acceptable uniform examination techniques.
    - E. For each of the following specimen types, students will be able to:
      - *Gynecological specimens:*  
Identify and discriminate among the following entities: specimen adequacy; cellular constituents within normal limits; cellular changes associated with infections; reactive and reparative cellular changes (including inflammation, effects of therapy, effects of mechanical devices, effects of DES exposure); epithelial squamous cellular abnormalities including atypical squamous cells of undetermined significance; low-grade and high-grade squamous intraepithelial lesions; squamous cell carcinoma; glandular cell abnormalities, including presence of endometrial cells, atypical glandular cells, adenocarcinoma in situ, adenocarcinoma endocervical or endometrial; non-epithelial malignant neoplasms; extra-uterine neoplasms; hormonal evaluation as appropriate.
      - *Respiratory tract specimen:*  
Identify and discriminate among the following entities: specimen adequacy; cellular constituents defined as no evidence of malignancy present; cellular changes associated with infections; reactive and reparative cellular changes (including inflammation, effects of therapy, effects of environmental agents and cellular appearance changes due to type of specimen); epithelial squamous cellular abnormalities including atypical squamous metaplastic cells; suspicious or positive for squamous cell carcinoma; glandular cell abnormalities including atypical bronchial cells, adenocarcinoma and its sub-types; non-epithelial malignant and low malignant potential neoplasms.
      - *Gastrointestinal or genital-urinary tract specimen:*  
Identify and discriminate among the following entities: specimen adequacy; cellular constituents defined as no evidence of malignancy present; cellular changes associated with infections; reactive and reparative cellular changes (including inflammation, effects of therapy, effects of environmental agents, cellular appearance changes due to type of specimen); epithelial squamous cellular abnormalities including atypical squamous metaplastic cells; suspicious or positive for squamous cell carcinoma; glandular cell abnormalities including atypical glandular or transitional cells, adenocarcinoma and its sub-types; Transitional Cell Carcinoma, non-epithelial malignant and low malignant potential neoplasms.
      - *Body cavity fluids and selected abdominal organ fine needle aspirate specimens:*  
Identify and discriminate among the following entities: specimen adequacy, cellular constituents defined as no evidence of malignancy present; cellular changes associated with infections; reactive and reparative cellular changes (including inflammation, effects of therapy, effects of environmental agents, cellular appearance changes due to type of specimen); epithelial malignancies differentiated from non-epithelial malignancies, primary differentiated from metastatic disease.
      - *Head and neck fine needle aspirate specimens:*

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- Identify and discriminate among the following entities: specimen adequacy; cellular constituents defined as no evidence of malignancy present; cellular changes associated with infections; reactive and reparative cellular changes (including inflammation, effects of therapy, effects of environmental agents, cellular appearance changes due to type of specimen); benign neoplastic processes, epithelial malignancies differentiated from non-epithelial malignancies, primary differentiated from metastatic disease.
- *Breast fine needle aspirate specimens and central nervous system, cerebral spinal fluid and miscellaneous cytology specimens:*
- Identify and discriminate among the following entities: specimen adequacy; cellular constituents defined as no evidence of malignancy present; benign and proliferative neoplastic processes, epithelial malignancies differentiated from non-epithelial malignancies.
- F. Detect, select and clearly mark the cells most representative of the nature of any pathological process and appropriately communicate this to the pathologist.
- II. Manage/Coordinate and Organize the Cytopathology Service to Meet All State and Federal Regulations.
  - A. Apply principles of quality control.
  - B. Identify and solve problems in staining and preparation techniques.
  - C. Evaluate and implement new staining and preparation procedures.
  - D. Prepare a report using a contemporary and uniform system of diagnostic terminology for gynecologic specimens (such as the Bethesda System or its equivalent).
  - E. Review histologic tissue sections as a basis for interpreting cytologic specimens and use pertinent clinical data to build cognitive correlation between patterns of disease and their cellular manifestations for the purposes of quality control and quality assurance.
  - F. Explain the principles of laboratory organization and management.
  - G. Explain quality improvement measures as required by current regulations.
  - H. Comply with all laboratory safety measures and regulations.
  - I. Show awareness of the consequences of specimen evaluation on patient management.
- III. Promote the Public Health.
  - A. Demonstrate the knowledge of the ethical role and responsibilities of the cytotechnologist by practicing discretion and confidentiality in regard to all laboratory and patient information; honesty and integrity in professional duties; good personal relationships with peers, staff, faculty and the public.
  - B. Promote public awareness of health and disease.
- IV. Provide Information and Education.
  - A. Provide education on health-related topics, tailored to the needs and educational background of a given audience.
  - B. Demonstrate the ability to read and evaluate published professional literature for its pertinence and reliability and explain the basic principles of the scientific method. This may be accomplished by research projects, journal club and seminar.
  - V. Describe the Different Components of the U.S. Health Care System and the Roles of the Cytotechnologist within It.

**Bachelor of Science in Pharmaceutical Sciences Degree Program Professional Practice-based Outcomes**

- I. Integrate fundamental cross-disciplinary didactic information in the sciences to the study of basic, clinical, and translational research paradigms.
- II. Understand current advancements in basic and clinical sciences in the context of field-specific histories and how such knowledge facilitates solutions and frames problems in basic, clinical, and translational research.
- III. Foster self-motivation and the practical application of scientific principles necessary to carry out productive research in biomedical sciences.
- IV. Cultivate critical thinking abilities, problem solving skill sets, and the creative independence characteristic of excellence in research.
- V. Provide practical experiences that establish a foundation requisite for successful post

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baccalaureate careers in clinical, basic, biotechnological, and industrial sciences.

**Bachelor of Science in Health and Human Sciences Degree Program Professional Practice-based Outcomes.**

- I. Demonstrate an understanding of the basic biological and physical principles relevant to health and illness
- II. Identify cultural, social, psychological and economic dimensions of health and illness
- III. Examine human health issues through a multi-disciplinary perspective
- IV. Critically and statistically analyze the primary literature of a variety of fields and develop comprehensive responses to interdisciplinary problems
- V. Communicate effectively with a variety of audiences written and orally
- VI. Demonstrate an understanding of ethical and human rights principles related to health issues
- VII. Understand contemporary and global health issues
- VIII. Apply content knowledge and experiences to design and implement health promotion and disease prevention strategies

**USE OF STUDENT INFORMATION FOR CONTINUOUS QUALITY IMPROVEMENT**

Albany College of Pharmacy and Health Sciences is committed to being a pre-eminent educational institution that prepares and supports leaders in healthcare. As such, we are engaged in a continuous cycle of development, adaptation, evaluation and revision, when necessary, of programs and policies. In order to study the effectiveness of admissions procedures, curriculum, student services, student life and other areas, we employ a variety of assessment tools including course evaluations, surveys or focus groups or analysis of data from scholastic records.

The results of the studies will be used by ACPHS administration and faculty to guide decisions focused on providing the optimum academic experience. In order to demonstrate our commitment to continuous improvement of the curriculum, services provided and the general education environment we may also share results with students, alumni and the public.

ACPHS is dedicated to maintaining the confidentiality of any information we collect. Data presented, as much as feasibly possible, will be in a format which is cumulative and ensures anonymity. Our assessment activities and studies will be monitored by the Office of Institutional Assessment. Annual reports will be made to the Institutional Review Board (IRB) regarding assessment studies. Individual studies will be submitted to ACPHS's Institutional Review Board for formal review, if appropriate. The IRB will request reports on the status of studies and conduct audits as the IRB deems necessary.

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## STUDENT LIFE

Students come to ACPHS from near and far, creating a diverse student body. The College strives to offer students the opportunities to learn in a variety of settings, complementing a student's overall education. Opportunities for numerous extracurricular activities exist at ACPHS. Students participate in a broad array of clubs and organizations, community activities, community service, professional organizations, leadership societies, intercollegiate and intramural athletics and recreational activities. The College encourages students to take full advantage of the student-sponsored activities that contribute to a broad college experience.

In addition to the academic regulations found in this publication, the College has student rules, regulations and guidelines pertaining to all students, and it is each student's responsibility to be familiar with the regulations and abide by them. All students receive copies of informational materials related to the prevention of sexual harassment, campus security and crime statistics, as well as drug- and alcohol-free campus programs and policies. Copies of these documents may be obtained by contacting the Office of Student Services at 518-694-7118 or 802-735-2620 for the Vermont Campus.

### Residence Life

Students come to ACPHS from near and far, creating a diverse student body. The College strives to offer students the opportunities to learn in a variety of settings, complementing a student's overall education. Opportunities for numerous extracurricular activities exist at ACPHS. Students participate in a broad array of clubs and organizations, community activities, community service, professional organizations, leadership societies, intercollegiate and intramural athletics and recreational activities. The College encourages students to take full advantage of the student-sponsored activities that contribute to a broad college experience.

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### Residence Halls

ACPHS has a variety of residence halls on the Albany campus to meet the needs of students in all six years. South Hall is located on Samartian Drive, on the south end of campus. The rooms in this facility are two-, three-, four- and five-person rooms with private bathrooms, heating and air conditioning. Each room is furnished with a bed, dresser, desk and desk chair for each student. In addition, the rooms in South Hall are equipped with refrigerators and microwaves.

Notre Dame Hall provides suite-style living with individual bedrooms and a common area for the suitemates to share. Each of the building's 28 suites is comprised of five single rooms and one double room, which accommodates two residents. The common area includes a kitchenette equipped with a microwave, refrigerator, sink and kitchen cabinets. Two adjoining suites share a common bathroom. Each bedroom is furnished with a bed, dresser, desk and desk chair for each student.

Holland and Princeton Suites are located at the entrance to campus, and they consist of 73 fully furnished apartments that house about 300 students. They include two-, four- and five-bedroom apartments. Holland and Princeton Suites are available for third-, fourth- and some fifth-year ACPHS students.

Each of the College's residence halls provide wireless and hard-wired internet service, cable television, local-phone service and laundry (all are included in the room cost).

At the Albany campus, the Residence Life staff consists of the Director of Residence Life, two resident directors and 21 resident assistants (RAs). They help to ensure resident safety, enforce rules and regulations, offer advice and assistance to resident students and assist in broadening residents' college experience with community-building and educational programming.

All residence halls have RAs who live among the students. At least one RA is scheduled to be "on duty" every night, monitoring the building, checking in visitors and ready to assist in cases of emergency. Occupancy in College-owned or operated residence halls is required for all traditional-aged, first- and second-year students from outside of a commuting distance from the College (defined as a 30-mile radius from ACPHS).

South Hall and Notre Dame Hall are closed during Thanksgiving, inter-semester and spring breaks. Students are not permitted to remain in any residence hall without prior permission from the Director of Residence Life.

All residence facilities are secured with fob access doors and 24-hour monitored security. They are also equipped with closed-circuit television cameras on all entries, exits and parking lots around the facility. Emergency telephone systems are located throughout the campus.

Students at the Vermont campus can choose between condominium-style living at the independently operated and owned Severance Corners, which is located about 1.5 miles from campus, and off-campus apartments and houses in the Colchester and Burlington areas. For more information about Severance Corners you can call 802-863-6222.

### Dining Services/M Meal Plans

#### Albany Campus

Albany College of Pharmacy and Health Sciences' food service provider, Sodexo Dining Services, offers three meal plans to all students: \$500, \$900 and \$1,100 per semester. Students are not charged taxes for their purchases, which results in an 8 percent savings for the student.

The \$500 Meal Plan is recommended only for commuting students who plan on using the cafeteria on a limited basis. The \$1,100 plan is required for all students residing in Notre Dame Hall or South Hall. For all other students, residents or non-residents, purchase of a meal plan is optional.

Meal plans are billed to the student's account. In order to use the meal plan, students must present their College ID card at the register at the time of the purchase. Each plan works on a declining balance basis. Each time the Meal Plan is used, the balance is reduced by the amount of the purchase. Should the student meal plan balance expire before the end of the semester, money may be added in \$25 increments directly at the register in the café located in the ACPHS Student Center. **Balances remaining at the conclusion of the fall and/or spring semester will not be carried over to the following semester under any circumstances.** Thus, students are strongly encouraged to use their entire Meal Plan balance during the existing semester.

Students who are enrolled in the fall semester meal plan are billed automatically for the same meal plan in the spring semester. All contracts are final after the first week of the semester. If a student chooses not to participate in the spring semester meal plan or would like to change the amount of the meal plan, written notification must be sent to the office of the student accounts by December 1. This policy is strictly enforced.

Dining Services provides breakfast, lunch and dinner, Monday through Thursday from 7:15 a.m. to 7:30 p.m.; Fridays from 7:15 a.m. to 5:30 p.m.; and on weekends from 10:30 a.m. to

5:30 p.m. All schedules are subject to change.

#### Vermont Campus

Albany College of Pharmacy and Health Sciences' food service provider, Dragonfly Café, provides a \$300 meal plan to all students. Students are not charged taxes for their purchases, which results in an 8 percent savings for the student. Meal plans are billed to the student's account. In order to use the meal plan, students must present their College ID card at the register at the time of the purchase. Each plan works on a declining balance basis. Each time the Meal Plan is used, the balance is reduced by the amount of the purchase. Should the student meal plan balance expire before the end of the semester, money may be added in \$25 increments directly at the register in the café. **Balances remaining at the conclusion of the fall and/or spring semester will not be carried over to the following semester under any circumstances.** Thus, students are strongly encouraged to use their entire Meal Plan balance during the existing semester.

Students who are enrolled in the fall semester meal plan are billed automatically for the same meal plan in the spring semester.

The Dragonfly Café provides breakfast and lunch, Monday through Friday, 7:30 a.m. to 2:00 p.m. Students may also use their meal plan at the Dragonfly Café at Severance Corners.

### Student Health Insurance Requirements/Health Center Services

Albany College of Pharmacy and Health Sciences strives to provide the best possible academic experience for all of our students. As stewards of the school, the administration recognizes that the promotion of health and wellness is vital to academic success.

ACPHS requires all full-time students to have health insurance, either through a family employee plan, a private insurer or a quality, low-cost plan offered by the College. The school plan is serviced and underwritten by Market Insurance Company.

Students must demonstrate adequate health coverage or must purchase the College plan. Those who wish to waive the College's Market Plan must provide insurance information by August 1, or they will be charged for the school plan on their tuition bill. Students will not be permitted to waive coverage after this date.

### International Students

In order to waive the College's Market Plan, international students must complete the on-line waiver process and provide proof of coverage in the United States. To provide proof, international students are required to have their insurance provider submit a letter to the College stating that the student is covered in the U.S. under their insurance policy.

#### Albany Campus

Albany Family Practice Group (AFPG) of Community Care Physicians (CCP) provides medical/physician services to Albany College of Pharmacy and Health Sciences students as part of their Health Center Fee. This fee is mandatory for all ACPHS students in years one through five and optional for sixth-year students. Students should present their Student ID Card and identify themselves as ACPHS students when arriving or calling for an appointment at AFPG.

AFPG is located at 2 Clara Barton Drive. The medical group also provides 24-hour, seven-days-per week, on-call phone consultation coverage for any ACPHS student needing to speak with a physician for any urgent matter. These services are provided free of charge for ACPHS students under this agreement. The services provided by AFPG will be for urgent medical office care.

AFPG also provides "Convenience Care" and is open daily from 7:15 p.m. to 10:15 a.m. and on Tuesdays and Thursdays from 5:15 p.m. to 6:45 p.m. for "walk-in" urgent

appointments. Patients will be seen on a first-come, first-served basis during these urgent visits. Students can call AFPG at 518-207-CARE or 518-207-2273 or visit [www.communitycare.com](http://www.communitycare.com).

#### Vermont Campus

Fletcher Allen Health Care (FAHC) provides medical/physician services to the Vermont Campus of Albany College of Pharmacy and Health Sciences students as part of their Health Center Fee. This fee is mandatory for all ACPHS students on the Vermont Campus.

The Fletcher Allen Health Care Department of Family Medicine (Colchester Family Practice (CFP)) will provide "acute care" to students enrolled at the Albany College of Pharmacy and Health Sciences Vermont campus. There are no additional fees for services provided to ACPHS students.

FAHC CFP is located at 883 Blakely Rd. in Colchester. The phone number is (802) 847-2056.

### Parking

Student parking permit registration is coordinated by the Office of Student Services. Parking permits are distributed during Orientation and during the first three days of classes or during the academic year, as needed.

Parking regulations are posted, distributed and enforced. Fines are levied by the Office of Public Safety. Fines are charged to student accounts through ACPHS's Office of the Student Accounts. Continuous and/or multiple violations of parking regulations will result in the towing of vehicles and the withdrawal of the parking permit.

Students residing in the independently owned and operated University Heights College Suites (UHCS) facility are required to park in designated University Heights College Suites parking lots. Students residing in UHCS are prohibited from parking in ACPHS parking lots. UHCS parking information is available from the College Suites management office.

#### Albany Campus

ACPHS has a number of parking lots available for resident and commuter students. These lots include the rear O'Brien and Holland/Princeton suites lots for commuter students, as well as the Notre Dame Hall, South Hall and Holland Suites lots for resident students.

#### Vermont Campus

Parking is available at the Vermont Campus for students in the lot adjacent to the building.

### Personal Property

ACPHS is not responsible for the loss of personal property. This includes personal property in residence halls and at clerkship sites. Students are cautioned to keep valuable possessions in their sight or in properly safeguarded containers and should seek personal property insurance coverage.

### Lost and Found

A "Lost and Found" service is maintained by the Office of Public Safety. All lost items should be turned in to a public safety officer, the Office of Public Safety or a College employee immediately. To inquire about a lost item, you may contact the public safety office at 244-3177 or [publicsafety@acphs.edu](mailto:publicsafety@acphs.edu) or in person at their office at 84 Holland Ave., Suite B-222. On the Vermont campus, please visit Room 102 for assistance or call 802-735-2620.

### Addresses

The registrar should be notified immediately of any changes of address, either local or

permanent. Students may change address information directly on the Jenzabar computer system's Ex Web, which then will prompt registrar approval, or students may e-mail their change of address information to the registrar.

Students residing in College-owned housing are advised not to use their residence hall addresses (5 Saranitan Road, 1 Notre Dame Drive or 84 Holland Avenue) for opening bank accounts, billing purposes or other such matters.

#### E-Mail

Albany College of Pharmacy and Health Sciences has established e-mail as a means of sending official information to students enrolled in credit courses. To support this objective, the College has provided an e-mail account to all ACPHS students. All accounts are subject to the ACPHS Computer Policy found in Appendix B.

- The College has the right to expect that such communications will be received and read in a timely fashion;
- Students are expected to check their College e-mail on a frequent and consistent basis to ensure that they are staying current on all official communications;
- The CTO has overall responsibility for implementation and enforcement of this policy;
- ACPHS-IT is responsible for distributing and maintaining official ACPHS e-mail addresses;
- Students are expected to maintain their e-mail accounts, so that they do not become full. Deleting and/or saving of old e-mails is the responsibility of the students. Any student on the Albany Campus needing help with maintaining their account can come to the Computing and Technology Support Center, located in room 212 of the Student Center, for assistance. On the Vermont Campus, the Support Center is located in Room 104.

A student cannot have e-mail redirected from their official ACPHS address (firstname.lastname@acphs.edu) to another e-mail address. The College will not be responsible for the handling of e-mail by outside vendors.

Students utilize Outlook Web Access for e-mail. While other methods are available, they are not supported by ACPHS-IT due to the plethora of connection possibilities for students. Students who wish to utilize the Outlook MAPI client may do so only while on campus.

#### Event and Facilities Scheduling

ACPHS students and student organizations have access to a variety of facilities. These facilities include, but are not limited to, recreational, social, dining and academic spaces. Most of these facilities may be reserved for student usage. Some facilities can be reserved through Meeting Room Manager on the College's Blackboard site. Students must work with their faculty advisor, and student organizations with their club advisor, to access Meeting Room Manager. If a space/facility is not available on Meeting Room Manager, students should contact the College office responsible for the oversight of the space. Athletic and recreational facilities are reserved by contacting the coordinator of athletics and recreation. Student gathering spaces can be reserved through Meeting Room Manager or the Office of Student Services. Classrooms, lecture halls, student study space, etc. are all reserved through Meeting Room Manager.

Students and/or organizations are required to make all necessary arrangements for special needs related to their activities/events, such as tables and chairs, Information Technology assistance, parking and food service.

#### Common Hour

Common Hours are specific times during the week free of formal academic events such as classes. The intent of the common hour is to provide times when faculty and students are available to hold meetings or other non-academic events. Common hour use should avoid academic related actions such as classes, examinations, reviews and formal office hours.

#### Firearms and Dangerous Items or Substances

Possession and/or use of firearms and/or other dangerous items including, but not limited to, handguns, rifles, bb guns/rifles, paint guns, pellet guns, sling shots or martial arts weapons, anywhere on the Albany College of Pharmacy and Health Sciences campus is strictly prohibited. This includes College-operated buildings, property or automobiles parked on College property. The possession of a New York state or Vermont weapons permit does not authorize the person to have firearms or other prohibited items on campus. If a student has knowledge of any prohibited items, he/she is required to advise the Office of Student Services. Failure to do so will be a violation of College policy.

The use or possession of fireworks on campus is strictly prohibited. Any or all chemicals that either can be made to possess or that inherently possess volatile, explosive or dangerous properties are forbidden on campus, except under the academic supervision of a member of the College faculty or a College official.

#### Sign/Flyer Policy

Definition: A sign is any non-permanent written or graphic material on paper, cardboard, chalkboard, cloth or other, placed on public display for the purpose of advertising or information dissemination. A flyer is considered a sign, as defined above, except distributed individually, i.e. through the student mailboxes.

Signs or flyers must not contain anything of a nature directly maligning any group or person. Albany College of Pharmacy and Health Sciences reserves the right to remove signs deemed to be in poor taste, in unsightly condition, conveying inaccurate information or in violation of this policy. All signs and flyers must have the name of the person or group posting the sign or flyer, as well as the date of posting. The sign or flyer also must include the date of event.

Before posting, all club and organization signs and flyers must be approved by the club's congress officer. Signs or flyers should be submitted to the officer for approval no later than one week prior to the advertised event. Approved signs/flyers should be posted in an area designated for on campus announcements.

Signs and flyers by or for off campus activities must be submitted to the Office of Student Services for approval no later than one week prior to the advertised event. Approved signs/flyers should be posted in an area designated for off campus announcements. Properly posted signs must not be removed prior to the event(s) advertised by anyone other than a College official unless the group or person who posted the sign authorizes such removal. Signs remaining on bulletin boards must be removed by the groups that posted them within one school day following the event.

Signs may not be posted in such a way as to cover or obscure signs already on display. No sign may be posted in an unreasonable quantity in any particular space (one sign per event, per bulletin board).

Signs and flyers cannot contain pictures associated with alcohol in any regard (i.e. Jell-O shots, pong tables, flip cup table, etc.) If the event takes place at an off campus venue with an approved NYS Liquor License, the sign or flyer may contain wording about the type of bar (i.e. open bar vs. cash bar) with explicit wording that those age 21 and over with proper ID are allowed to participate. The words and letters on the sign or flyer that pertain to the alcohol cannot be larger and cannot be shown out of context with the other words or letters on the flyer.

Special permission to hang signs in non-designated areas may be obtained from a student services representative.

Signs placed in ACPHS residence halls are at the discretion of the director of residence life and must comply with these rules. Persons wishing to hang signs in these areas must have prior permission from the coordinator of residence life. II.

Restricted Areas. There are some bulletin boards that are considered "reserved" for certain groups or College departments. These areas are to be monitored by the group/department

having jurisdiction over that bulletin board, and may be restricted to containing only information pertaining to that group/department. The signs on these restricted areas must comply with this policy.

III. Enforcement of Rules. Potential outcome of sign/flyer policy violations include: 1. Immediate removal of signs. 2. Disciplinary action, either of offending group/organization or individual(s). Sanctions may include restriction of advertising, restriction of funds, restriction from scheduling or attending on-campus or College-sponsored activities, a fine system or referral to the Student Code of Conduct Committee. Rules and sanctions may be enforced by the coordinator of student activities, associate vice president, associate dean for students, president of the Student Government Association and the president and/or dean of the College.

#### Establishing Clubs and Organizations Policy

ACPHS's Student Government Association (SGA) and Clubs Congress offers a number of extracurricular activities to meet the needs of our diverse student population. Occasionally a student or group of students will have the desire to initiate a new club or organization to benefit the College community. SGA welcomes new ideas and new groups! If interested in starting a new club or organization at ACPHS, please contact the coordinator of student activities in the Office of Student Services, located in SC 209 on the Albany Campus or Administrative Assistant to the Assistant Dean for Students, located in Room 102 on the Vermont Campus.

#### Hazing

No individual or group may haze another at any time, including initiation into any organization or at the time of affiliation with an organization.

Hazing is defined as any action or situation created, whether on or off College premises, to produce mental or physical discomfort, embarrassment or ridicule and includes any action or situation that recklessly or intentionally endangers mental or physical health, or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization. Examples of such activities and situations include, but are not limited to: physical brutality; paddling in any form; forced consumption of food, alcohol or other drugs; creation of excessive fatigue; required calisthenics; "kidnapping"; physical and psychological shock; publicly wearing apparel that is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities; assignment of illegal activities or activities that may be morally offensive to individual pledges; activities that normally are not performed by the active membership; and any other activities that are not consistent with organization ritual or policy; law, or the regulations and policies of Albany College of Pharmacy and Health Sciences. Soliciting, directing, aiding, attempting to aid, or abetting another person engaged in hazing is also prohibited.

Hazing is prohibited by and prosecuted pursuant to the Student Disciplinary Code, set forth in this Catalog. Hazing is also a violation of New York and Vermont Criminal Law.

#### Student Participation in Academic Committees and Councils

Student participation in ACPHS Committees and Councils is not only encouraged, but accreditation standards dictate student participation in various meeting venues. Student participation is organized through the Student Government Association. Examples and purposes of committees and councils that students serve on are as follows:

#### Administrative Council

The council's responsibility is to review, formulate and implement all student related non-curricular issues that are administrative in nature, e.g., strategic plan, student retention, re-admission policy, etc. The membership of the council includes the Dean, associate

deans, department chairs, Director of Experiential Education, Director of Admissions, Vice President of Institutional Advancement, Faculty Senate Chair, Director of Library Services, Executive Director of Marketing and Communications, SGA President, Director of Technology and the Registrar. The council meets monthly during the academic year.

#### Accreditation Self-Studies

All academic programs at ACPHS undergo periodic accreditation reviews to assure that the governing accreditation standards are being met. As part of the review process, programs are asked to complete extensive self-study reports. Student input into this process is an integral part of our ongoing quality improvement process and accreditation reviews.

#### Bachelor of Science Curriculum Committee

This committee consists of faculty members from each department, two students and four ex-officio members. The committee's charge is to review and develop curricula for BS programs, review and approval of courses in the BS curricula, proposals for changes in the BS curricula, and review of teaching methods used in the curriculum.

#### Organizations Facing Disciplinary Action

Any student-sanctioned organization at ACPHS (e.g. professional, service, career, social, fraternities/sororities, etc.) operates under the same standards and dictates of behavior as outlined in the ACPHS Disciplinary Code (see Article IV, Section B, Item 4). Organizations found guilty of any violation(s) could face additional sanctions as outlined in the Code.

#### Dean's Forum

The Dean's Forum facilitates open discussions between students and the Dean and allows all students to ask questions and voice concerns and/or comments. Meetings are scheduled twice per semester.

#### Dean's Advisory Council

In addition to the Dean's Forum, 12 students are selected to attend monthly meetings with the Dean to provide opinions, suggestions and questions that are representative of their student group. This membership includes a representative from each class year as well as the cytotechnology and BSPS programs. Meetings are scheduled once or twice a semester.

#### Pharmacy Curriculum Committee

This committee consists of faculty members from each department, four students and five ex-officio members. The committee's charge is to develop the curriculum for the Pharm.D. program, review and approval of courses in the Pharm.D. curriculum, review of proposals for changes in the Pharm.D. curriculum, and review of teaching methods used in the curriculum.

For a more complete listing of committees students can participate in, please refer to the SGA website on Blackboard.

#### PROFESSIONAL ORGANIZATIONS

##### American Pharmacists Association Academy of Student Pharmacists

The mission of the American Pharmacists Association-Academy of Student Pharmacists (APHA-ASP) is to be the collective voice of student pharmacists, to provide opportunities for professional growth, and to envision and actively promote the future of pharmacy. This distinguished professional organization has a chapter at each college of pharmacy in the United States and Puerto Rico. APHA-ASP membership is open to students in all class years. Membership includes opportunities for participation in the local chapter (at Albany College of Pharmacy and Health Sciences), the state chapter (at Albany College of Pharmacy and Health Sciences), the national chapter (at Albany College of Pharmacy and Health Sciences), the state chapter (at Albany College of Pharmacy and Health Sciences), the state chapter (at Albany College of Pharmacy and Health Sciences), the state chapter (at Albany College of Pharmacy and Health Sciences).

Society of the State of New York) and the national organization (American Pharmacists Association). Members are involved directly in patient care projects, including Operation Diabetes, Operation Immunization and the Heartburn Awareness Challenge. Students also may participate in a variety of other activities offered through the organization and are able to individualize their participation level. Members can attend local chapter meetings as well as the APHA-ASP Midyear Regional Meeting each fall and the APHA Annual Meeting each spring.

APHA-ASP members receive discounts on pharmacy textbooks and resources, automobile insurance and professional liability insurance. Membership includes access to professional development resources, including Student Pharmacist Magazine, Pharmacy Today, Journal of the American Pharmacists Association, the APHA Drug Info Line newsletter and www.pharmacists.com. APHA-ASP also promotes opportunities for career guidance, networking and leadership development, including holding chapter, regional and/or national office.

#### Student Society of Health System Pharmacists

The mission of the Albany College of Pharmacy and Health Sciences chapter of the Student

Society of Health System Pharmacists is to make students aware of pharmacy practice in health systems; provide information to students about career directions in and credentials needed for pharmacy practice in health systems; and encourage membership and participation in the student, local, state and national societies as a student and after graduation.

#### Rho Chi: The Academic Honor Society in Pharmacy

Established in 1922, Rho Chi is the national honor society for pharmacy and holds membership in the Association of College Honor Societies. The Rho Chi Society's vision and mission are to achieve universal recognition of its members as lifelong intellectual leaders in pharmacy. As a community of scholars, the Society instills the desire to pursue intellectual excellence and critical inquiry to advance the profession. The Rho Chi Society encourages and recognizes excellence in intellectual achievement, fosters fellowship among its members, encourages high standards of conduct and character, and advocates critical inquiry in all aspects of pharmacy. High standards of intellectual and scholarly attainment have been demanded for election to membership; and such election is symbolized by the award of the Rho Chi Key at the annual chapter induction ceremony.

National bylaws hold individual chapters responsible for election of the student membership, under the direction of faculty advisors. Membership nomination by the chapter is based on individual academic qualifications. Students enrolled full-time in an accredited professional pharmacy program are eligible for membership after having completed no less than one-half of the required professional didactic course work as defined for their degree. The minimum requirements for membership for professional entry-level degree students includes: rank in the highest 20 percent of their class and a minimum professional grade point average (GPA) of 3.0 on a 4.0 scale. Graduate Membership is also available for eligible graduate students who (1) are pursuing a Master of Science or a Doctor of Philosophy degree and are majoring in one or more areas of pharmaceutical study mentored or supervised by a member of the pharmacy faculty, and (2) have maintained the equivalent of a cumulative grade point average of 3.5 or higher on a 4.0 scale in graduate course work. All membership eligibility is subject to the College's dean or the dean's designee certifying that candidates have no known disciplinary action for academic dishonesty, misconduct, or unprofessional behavior.

The Rho Chi Society's Gamma Gamma chapter at ACPHS was formed in 1976. ACPHS's Gamma Gamma chapter was the proud recipient of the 2008 and 2009 Chapter

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Achievement Award, an honor given to one chapter annually by the Rho Chi Society's National Office.

#### Phi Lambda Sigma

Phi Lambda Sigma is a national pharmacy leadership society which encourages, recognizes and promotes leadership in the field of pharmacy. The society selects members on the basis of their service to, and leadership in, the advancement of pharmacy.

#### PROFESSIONAL PHARMACY FRATERNITY ORGANIZATIONS

##### Phi Delta Chi

Phi Delta Chi, the nation's first professional pharmaceutical fraternity, sponsors a wide range of professional and social events. Professional activities include a lecture series for high school and college students on sexually transmitted diseases, canned food drive for the Salvation Army, Walkathon for diabetes, Bowlatathon for Big Brothers/Big Sisters and the annual ACPHS Health Fair. In addition, the national organization sponsors several leadership and professional conferences annually. The fraternity also coordinates several campus-wide social events and several closed functions for its brothers.

##### Rho Pi Phi

Rho Pi Phi, commonly known as Rope, is an international pharmaceutical fraternity. The Beta chapter of Rho Pi Phi sponsors an annual Poison Prevention Program, which includes talks to community organizations, and, during National Poison Prevention Week, information booths at local shopping malls. Annually, members organize a Bowlatathon, which benefits a different local charity each year.

#### ACPHS STUDENT PUBLICATIONS

##### Another Creative Perspective

*Another Creative Perspective* is an annual literary magazine that provides a creative outlet to members of the ACPHS community. This endeavor is financially supported by the Student Government Association and coordinated through the College's Writing Center. ACPHS faculty, staff and students work together to create the publication.

##### Alembic Pharmakon

Every year each student receives a copy of the ACPHS yearbook, *Alembic Pharmakon*. The staff consists primarily of fifth-year students, but underclassmen help sort, compile and arrange the many aspects of ACPHS life into a unified document. Together, these students work to develop a unique and interesting representation of the students, faculty and staff that make up ACPHS.

##### The Mortar and Pestle

*Mortar and Pestle* is the student-operated newspaper at ACPHS. Students are encouraged to contribute their thoughts and information in a variety of ways. No matter what the seasonal topic, one usually can find class and organization updates, an editorial and a personal interview with an ACPHS faculty member. Pictures are always a big highlight in M&P. Beware new students: They always catch you at your best!

#### CLUBS AND ORGANIZATIONS

##### Student Government Association

Student Government Association is the umbrella under which all student government and student organizations fall. There are many leadership opportunities for students available through SGA. Class officers, class representatives and organizational leaders have the

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responsibility to attend the monthly council meetings and to report any and all information regarding their class or organization. These representatives also are responsible for bringing information about SGA activities, events and issues back to their constituency. It is easy to become active in SGA. If you have any questions about elections or how you can become involved in student government, contact the coordinator of student activities.

##### Colleges Against Cancer

Colleges Against Cancer offers students many opportunities to become more active in the fight against cancer, with awareness events, fundraising activities and the club's signature event: the 12-hour Relay for Life held on campus.

##### Craft and Quilt Guild

The ACPHS Craft and Quilt Guild was chartered in the fall of 1998. The goals of the club are to teach and learn from each member new crafts and skills, to encourage friendship and interaction between students, faculty and staff, and to give something back to the College by donating money raised through quilt raffles to the Kirkpatrick Scholarship Fund.

##### Cross Country Club

The Cross Country Club was started as a way for students to take up or continue their recreational or competitive running. The club offers opportunities to run in area charity races such as Race for the Cure, and also keeps a running log in the ACPHS fitness center for members to log for miles. The club is a great way to stay in shape during the year, as well as an outlet for stress relief.

##### Cytopathology Club

The Cytopathology Club was founded by ACPHS cytotechnology students to help educate students and faculty about the field. The club also promotes professionalism amongst members of the Cytotechnology program and encourages professional development for students, including local and national conference attendance. The club also sponsors open houses for students and faculty during which Cytotechnology students and faculty answer questions about their field.

##### Dance Club

The Dance Club offers every ACPHS student an opportunity to join, from those who are interested in learning to dance to those who have been dancing for years. The club performs at ACPHS basketball games and holds an annual exhibition show open to the College community as well as the public.

##### The Equestrian Club

This club offers students the opportunity to learn about many of the aspects associated with horses, from feeding and grooming to riding. The club is open to all students, whether they have a background in riding or are interested in learning how to ride.

##### Golf Club

The Golf Club provides the opportunity for students to either develop or continue their interest in golf. It is open to ACPHS students of all skill levels. Golf Club members can play at local courses with the cost of greens fees subsidized by the SGA. The Golf Club is a great way to meet new people from the College community.

##### Health Occupations Students of America

The mission of the ACPHS chapter of Health Occupations Students of America (HOSA) is to make students aware of health care opportunities; provide information to students about career directions in and credentials needed for various health care practices; provide

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opportunities for career and skill development, provide a means to utilize skills learned in the classroom as well as at regular activities, and encourage membership and participation in student, local, state and national societies as a student and after graduation.

##### Hip Hop Culture Club

New in 2007, the Hip Hop Culture Club offers b-boys and b-girls lessons in breakdancing and information about hip hop culture. No previous dance experience is necessary.

##### Karate Club

Dudley Moon, Ph.D., a professor in the Department of Arts and Sciences, is the head instructor. He is an eight-degree black belt and master teacher. Moon Sensei teaches traditional Karate-Do which emphasizes the use of the various techniques in self-defense. However, it is ultimately focused on character development and self-knowledge. Classes are run much the same as Shito-Ryu classes in Japan complete with Japanese terminology. In addition to Karate, Moon Sensei also teaches other forms of Kobudo or traditional Japanese/Okinawan martial arts. The Karate Club's mission is to improve the overall physical, mental and spiritual health of pupils through practice of traditional martial arts.

##### Lacrosse Club

The Lacrosse Club seeks to meet the growing demand for additional athletic activities at ACPHS. During the winter, the club practices in the Albert M. White Gymnasium and in the spring the club uses the ACPHS soccer field. The club hopes to participate against other teams in the area in the near future. Players are expected to provide their own stick.

##### Multi-Cultural Club

The Multicultural Club supports the interests of culturally minded students and seeks to enrich its members with the knowledge of many different ethnic cultures and ways of life. Among its activities are trips to ethnic neighborhoods and restaurants, dinners featuring foods from many different lands and movies open to the student population. The Annual International Bazaar and Food Festival celebrates the many cultures represented by our students and has quickly become a favorite College event.

##### Orthodox Christian Student Association

The Orthodox Christian Student Association (OCSA) is open to all students, regardless of religious affiliation. Activities include Bible study, community service projects and weekly open gym nights for all students.

##### Outdoors Club

If you like the outdoors, you will absolutely love being involved with the Outdoors Club! Each year members participate in many activities, such as white-water rafting, biking, snowshoeing, camping, hiking, indoor rock climbing and park cleanup days. This is one of ACPHS's most popular and active clubs.

##### Service Club

The Service Club offers ACPHS students the opportunity to get involved in and around the College community and to foster a service attitude to be carried into their future roles as health professionals. The club's activities include benefit walks, volunteering at homeless shelters, visiting pediatric hospital patients and preparing meals for the Ronald McDonald House, to name a few.

##### Ski and Snowboard Club

What better way to meet new people, exercise and have fun than to join ACPHS's Ski and

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Snowboard Club! With the wide variety of ski areas located within an easy drive of the Albany area, the club has no trouble scheduling plenty of night and weekend activities. All students who enjoy skiing, snowboarding, snow tubing or any other related activity that ski areas offer are more than welcome to join.

#### **Student Performing Arts in the Healthcare Community**

SPAHC seeks to serve the nursing home and hospital communities with regular visits providing live music as a source of entertainment, diversion and comfort. SPAHC members use music to help all patients cope with treatment and hospitalization.

#### **Tennis Club**

The Tennis club provides a fun, relaxing environment to play tennis with other ACPHS students. The club is open to all ACPHS students, from beginners interested in learning more to those who have played for many years.

#### **Tolerance Club**

This club presents a forum where free thought can be shared and discussed within an educated and professional atmosphere. The goal is to promote awareness and tolerance of diversity found within our population, to create an appreciation/sensitivity to the problems or issues people of a diverse population feel daily.

#### **Ultimate Frisbee Club**

The Ultimate Frisbee Club is a great way to keep active, meet new people and have fun! Members organize games and tournaments amongst ACPHS students and hope to compete against club teams from other local colleges.

#### **Vermont Campus**

Students at the Vermont Campus will be represented in the Student Government Association and will be able to participate in professional organizations. It is anticipated that additional student groups analogous to the Albany Campus will develop as warranted by student interest. Students interested in forming clubs and organizations, or organizing activities on the Vermont Campus should contact the Assistant Dean for Student Affairs.

#### **ATHLETICS**

All full-time students on the Albany campus are eligible to participate in intercollegiate athletics at ACPHS. The College offers intercollegiate soccer, basketball, and beginning in Fall 2009, cross country for men and women and club teams in tennis, softball and men's lacrosse. The Panthers travel regularly throughout New York State and New England for competition, and also compete in tournaments across the country, with trips to Texas, Florida, North Carolina and California in recent years.

All six ACPHS teams compete in the Hudson Valley Athletic Conference. Other institutions in the conference include Sarah Lawrence College, Culinary Institute of America and St. Joseph's College (N.Y.), among others. In the Fall of 2008, both the men's and women's soccer teams at ACPHS captured their respective conference championships while a total of ten ACPHS student-athletes received either soccer or basketball all-conference recognition in the 2008-09 season.

In addition, ACPHS student-athletes have been extremely successful in the classroom. For the Fall 2008 semester, all four varsity teams had a team GPA above 3.0.

ACPHS students on the Albany campus also are eligible to participate in Union College athletic programs that are not offered at ACPHS. Union, in nearby Schenectady, offers a full range of NCAA Division III sports (men's hockey is Division I) including football, lacrosse,

softball, baseball, swimming and track.

ACPHS students also are involved in a variety of intramural activities, including karate, volleyball, Ultimate Frisbee, flag football and basketball. The entire campus community also can enjoy the Albert M. White Gymnasium, running track, soccer and football field, and plentiful green space for a wide variety of recreational activities.

Anyone interested in participating in intercollegiate, intramural or recreational activities should contact the College's coordinator of athletics and recreation.

The Vermont Campus does not currently offer intercollegiate athletic programs.

#### **FITNESS CENTER**

##### **Albany Campus**

ACPHS students are able to exercise in the College's Fitness Center, located in the Classroom Building. This location is convenient for students to work out before, between or after classes. The center is equipped with cardiovascular and strength machines, free weights and shower and locker facilities.

The ACPHS Fitness Center also offers the opportunity for all students to participate in group fitness classes, led by a certified instructor. Among the classes offered for the 2009-10 year will be core conditioning, total-body conditioning, yoga and pilates.

For more information about the Fitness Center, contact the Coordinator of Athletics and Recreation.

##### **Vermont Campus**

ACPHS students are able to exercise in the College's Fitness Center, located on the first floor of the building. The center is equipped with cardiovascular and strength machines, shower and locker facilities. For more information about the fitness Center, contact the Administrative Assistant to the Assistant Dean for Students, located in Room 102 on the Vermont Campus.

#### **COMMUNITY ACTIVITIES**

##### **Albany Campus**

ACPHS is one of many colleges located in New York State's Capital Region. The City of Albany maintains skating rinks, golf courses, swimming pools, running tracks, city parks and picnic groves. Downtown Albany also provides a host of cultural facilities, including the Nelson A. Rockefeller Empire State Plaza and the New York State Museum, as well as a number of shops, art galleries and dance clubs. The Times Union Center is the site of many concerts and special events. Movie theaters, shopping malls and outlet stores can be found uptown and within a short drive of the campus.

Ski trails, hiking paths, campsites, parks and lakes are scattered throughout New York and are accessible easily from Albany. The adjoining states of Vermont and Massachusetts add even more ski slopes, museums, theaters, galleries and shops for ACPHS students to enjoy.

##### **Vermont Campus**

There are many fun and interesting things to do in Vermont.

Waterfront Park is a must see for any visitor to the greater Burlington area. It was made for relaxation with lots of benches facing Lake Champlain—a perfect spot to watch the sun set behind the mountains. There is a path along the park for walking and biking. Speaking of paths, the Long Trail is the oldest long-distance trail in the United States. The trail follows the main ridge of the Green Mountains from the Massachusetts-Vermont line to the Canadian border as it crosses Vermont's highest peaks.

Vermont also has 20 alpine ski resorts and 30 cross-country touring centers throughout

the state. With 6,052 acres of alpine terrain, 1,269 trails, 179 lifts, and 885 miles of Nordic trails, Vermont skiing accommodates every level, from the advanced downhiller to the training toddler, from moguls and snowboarding to quiet cross-country jaunts on skis or snowshoes.

Please visit [www.vermont.org](http://www.vermont.org) for a full list of activities and attractions.

#### **ACADEMIC RESOURCES**

##### **The George and Leona Lewis Library**

The George and Leona Lewis Library provides resources, technology, instruction and personal service to support the information needs of the Albany College of Pharmacy and Health Sciences community.

The Lewis Library at the Albany campus occupies the second floor of the Blythe Wing in the Francis J. O'Brien Building. The facility provides both wireless and hard-wired access to the Internet and the campus network allowing students the flexibility to use their laptops in a variety of settings, including a 24-seat classroom, small group study rooms and individual study carrels. The Library Annex, located on the first floor of the O'Brien building, provides additional quiet study space.

The Information Commons at the Vermont campus is an extension of the George and Leona Lewis Library. The facility provides wireless and hardwired access to the Internet and the campus network. Ample seating is provided to support both small group and individual study needs.

Library users have access to a diverse collection of more than 15,000 items consisting of books, journals, microforms, compact discs, videocassettes and a growing number of electronic information resources, including more than 40 research databases and 9,000 full-text journals. Students and faculty can access the electronic collection both on and off campus. In addition, students and faculty have direct borrowing privileges at Albany Medical College's Schaffer Library of Health Sciences. Local and national resource sharing networks and agreements provide the ACPHS community with access to the holdings of other libraries throughout the United States.

Professional librarians provide assistance to students and faculty in their course assignments and research. Other services include individual and group instruction in the effective use and evaluation of print and electronic resources, interlibrary loan and document delivery.

The electronic resources of the library are available to students of both campuses. Similar to the Albany campus, the Vermont library has the required printed references and textbooks.

##### **The Mobile Computing Technology Program**

ACPHS utilizes information technology to the fullest extent possible to enhance the learning environment. Our Mobile Computing Technology Program recommends all students entering the College for the first time to purchase a tablet PC through the ACPHS Tablet Program. The ACPHS Tablet Program offers a complete laptop package that includes a state-of-the-art HP 2730p loaded with the software needed for your ACPHS coursework and specially configured for easy connection to the ACPHS network. Networked printers are available in common areas, as are Internet ports and wireless access. Hardware and software support are provided by ACPHS-IT staff for students who participate in the ACPHS Tablet Program. The support is provided through the help desk which is available 24 hours a day.

##### **Teaching and Learning Commons**

The Teaching and Learning Commons supports and fosters a culture of excellence and innovation in teaching and learning through collaboration and partnerships among and between all members of the ACPHS community (administration, faculty, staff, alumni and students). As part of its commitment to meeting the diverse needs of student learners and preparing them for the continuum of lifelong education, the TLC offers comprehensive services which help students grow academically, personally and professionally. In addition, the TLC provides practical instructional development opportunities for faculty, encourages

a commitment to active learning pedagogies, supports innovative tools, technologies and learning models, and promotes the scholarship of teaching and learning.

#### Peer Tutoring

The Peer Tutoring Program, a part of the Office of Student Affairs and the Teaching and Learning Commons, aims to provide quality academic assistance to all ACPHS undergraduate students at no direct cost to the student. The primary goal of peer tutoring is to encourage, promote and foster students' independent learning. Peer teaching leads to a deeper understanding of classroom concepts, reinforces integration of ideas and establishes a partnership among and between tutees and tutors.

Our trained peer tutors strive to facilitate excellence in learning for tutees in both undergraduate and lifelong learning endeavors. They help tutees, as fellow students, find more effective strategies to improve learning and increase knowledge in subject material. Working as a peer tutor or coordinator through the program provides students with leadership, teaching and learning opportunities and supports their development as future leaders and educators in their respective fields.

Peer tutoring can be a highly effective adjunct in the learning process at ACPHS and is generally available for all of the core sciences and math courses offered at the College for most academic programs. Tutoring occurs in both individual and small group settings to emphasize the rich value of cooperative learning and reinforce time management skills. Individual peer tutor availability may vary based on demand. Peer tutoring opportunities are available on both the Albany and Vermont campuses. Distance education technology will be used to facilitate both the training and the delivery of tutoring services. Program assessment from tutors and tutees is ongoing in an effort to continuously improve services.

For program information, applications and a detailed Peer Tutoring Program schedule, please contact the director of student success or academic support coordinator, e-mail [peertutoring@ACPHS.edu](mailto:peertutoring@ACPHS.edu) or visit the Blackboard Peer Tutoring Program website.

#### Science Assistance Center

The Science Assistance Center provides students on the Albany campus with professional level academic services designed to support math and science courses offered by the Department of Arts and Sciences. These services, which are coordinated with course coordinators, include recitation sessions (group tutoring) and office hours (one-on-one tutoring). The complementary hours of the Science Assistance Center (primarily day) and peer tutoring (primarily evenings) provides students with unprecedented levels of science support beyond that which is provided by course instructors.

#### Office of Instructional Technology

ACPHS's Office of Instructional Technology provides technological and pedagogical support and guidance across the curriculum. The office works to develop and implement new ways of utilizing technology to support effective instruction and learning. Based upon sound learning theory, the goal of the Instructional Technology staff is to optimize each faculty member as a subject matter expert, to promote and support for all courses including distance learning courses (e.g., asynchronous, synchronous, self-paced, hybrid, web-enhanced, online) and support and enhance in-class technology use. In addition to supporting faculty and courses, the group works to serve the educational needs of the entire College community through tutoring, workshops, trainings, and seminars, including training for instructional software. For more information, see the Instructional Technology website on Blackboard under Faculty and Staff Academic Resources.

#### Counseling Services

##### Albany Campus

The Counseling Center at ACPHS is located on the second floor of the Classroom Building

and offers wellness and mental health services to students and their families, as well as faculty and staff. Services include individual, group and family therapy for a variety of issues, including mood and anxiety disorders; adjustment and interpersonal problems; stress related difficulties; eating disorders; and many other concerns. These services are free, and all counseling, consultations and referrals are kept strictly confidential, in accordance with legal and professional guidelines.

Peter Cornish, Ph.D. and Randeae McArdle, LMSW are the full-time licensed clinicians staffing the Center. They may be contacted directly by phone or e-mail, or appointments can be made through the confidential secretary/receptionist. Contact information can be obtained by visiting the Counseling Center website on Blackboard.

##### Vermont Campus

Counseling services are offered by Fletcher Allen Health Care (FAHC). FAHC offers crisis counseling to ACPHS students at the University Health Center. As part of the Health Center fee, students can see an FAHC counselor for four sessions. If a student wishes to have continued treatment after these four sessions, they must use their personal insurance or pay out-of-pocket. FAHC can provide the additional treatment or they can refer students to another counselor. The University Health Center is located at One South Prospect Street, Burlington, 802-847-3333

#### Academic Accommodations

Students at Albany College of Pharmacy and Health Sciences who seek "reasonable accommodation" under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act are responsible for notifying the Director of Counseling Services of their disability.

Appropriate accommodations are provided as part of the Teaching and Learning Commons (TLC). There is an established procedure and form to complete. This information can be found on the Counseling Center website on Blackboard under the "Accommodations" tab. Students requesting accommodations are encouraged to read this before meeting with or submitting materials to the Director of Counseling Services.

In brief, the student seeking accommodation must make a formal request for a reasonable accommodation. This request should be made in writing to the Director of Counseling and should specify the nature of the accommodation being requested.

While a student can request a particular type of accommodation, it is the College that determines how to meet a particular need. Therefore, alternative accommodations may be provided that are more cost-effective or efficient than those requested by the student seeking accommodation.

Together with the request for accommodation, the student seeking accommodation must submit documentation of disability, which will be kept on file with the Director of Counseling. Such documentation is subject to the provisions of the HIPAA Privacy and Security Rules (Health Insurance Portability and Accountability Act).

The documentation must support the accommodation request by demonstrating by competent qualified opinion that the student requesting accommodation has a physical, mental or learning impairment that substantially limits a major life activity and sets forth the nature, manner and duration of that limitation. The College reserves the right to require further evaluation.

#### Academic Advising Program

The Advising Program at Albany College of Pharmacy and Health Sciences supports the Mission, Vision and Core Values of the College. The Advising Program uses the following programmatic statements to shape the program and advising interactions.

#### Mission Statement

At ACPHS, academic advising provides students with the opportunity to build a partnership with their advisor for the purpose of gaining assistance in: planning their educational career, learning the skills needed for academic success, and learning how to access the resources, services, and opportunities that are available to them on our campus.

Academic advising is an on-going, intentional, collaborative process whereby students and their advisors can act as partners to promote student academic success. This Advisor/ Advisee partnership requires participation and involvement of both the advisor and the student as it is built over the advisee's entire educational experience at the College.

#### Vision Statement

The Advising Program at ACPHS will be dedicated to supporting student excellence and professionalism in pharmacy, pharmaceutical sciences and health sciences through the integration of advising best practices and technological innovation.

#### Core Values

Advisors are responsible to the individuals they advise, the College, and to higher education in general. Advisors are responsible for their professional practices and for themselves personally. Advisors are responsible for involving others in the advising process when appropriate.

**Accountability:** We are committed to providing advising that is intentional, timely and accurate.

**Integrity:** We aim to engage our advisees in an advising process that fosters; self-reflection and genuine inquiry, promotes self awareness, the development of decision making skills and personal and professional growth.

**Diversity:** We value the uniqueness of the individual advisee. The advising process will be shaped to meet the diverse needs of advisees and grounded in mutual respect.

**Responsibility:** We seek to support a culture of regional and global awareness so that advisees make responsible decisions that are consistent with their academic, career, and life goals.

Upon matriculation each ACPHS student is assigned an academic advisor, a faculty member who can help guide students through their academic career, including but not limited to appropriate course selection, research, and career and leadership opportunities. Students in years one through five are required to meet with their academic advisor at least once a semester to discuss these matters as well as academic progress, career interests, opportunities and referral to support services where appropriate. Students that enter the College as a first year student are also assigned to a professional advisor. As members of the Office of Student Affairs (OSA), these advising professionals can assist students specifically with first year student needs, such as:

- Successfully transitioning to ACPHS's academic community,
- Learning the expectations of ACPHS's academic community,
- Learning the skills needed for academic success,
- Learning how to access the resources, services and opportunities that are available to them on campus,
- Clarifying academic and personal goals and planning their educational career accordingly

These OSA advising professionals work closely with first year faculty and monitor student progress through the distribution of midterm grades. OSA professional advisors are also available to provide an additional layer of advising expertise and support to second year

students.

#### Career Services

Career Services supports the mission of Albany College of Pharmacy and Health Sciences by providing instruction in career education, planning and development process. The Career Services staff maintains the philosophy and goals of the Office of Student Affairs, while working in tandem with stakeholders, including academic departments, alumni and employers, to offer students the best possible customer service. Career Services teaches the students of Albany College of Pharmacy and Health Sciences the methods of career research that will empower them to develop life-long career planning and job search skills.

ACPHS Career Services achieves excellence in service by committing to the following:

- Building employer, community and campus partnerships to create career opportunities
- Offering high quality career counseling, resources, and technology to meet all of the diverse and changing needs
- Providing resources and assistance to students in the cultivation and enhancement of skills to explore career options, job search techniques and strategies, and how to research employment opportunities
- Being integral to the ACPHS educational experience, student retention, and life-long learning
- Supporting and developing the student's ability to create personal satisfaction and fulfillment on their career path and to enhance their overall experience with ACPHS

#### Initiatives and Programmatic Goals

The following initiatives are implemented through individual and group programming during the fall and spring semesters:

##### To the Student Body:

- Career Services will support career development by committing to:
  - Career counseling and education on an individual, as needed, basis either in person and/ or through the use of current technologies
  - Continual development of resources and reference materials to assist students in identifying career goals and exploration of career options
  - Professional skill development training including: resume writing, interviewing techniques, networking skills, etc.
  - Networking opportunities with alumni and employers for career opportunities through career panels, on-campus recruiting, the annual Career Fair and Interview Day, career seminars, and various additional special events

##### To the Alumni:

- Career Services will serve alumni by:
  - Offering opportunities for alumni to interact with students regarding internship and professional employment, including on-campus recruitment, networking programs, career panels, Career Fair and Interview Day, and special events
  - Employment opportunity postings available from the Career Services Office through current technologies

##### To the Employers:

- Career Services will support employers by:
  - Enhancing visibility of employers by providing a connection with the College community (students, faculty, staff, alumni) through networking programs, information sessions, recruiting opportunities, and special events
  - Posting of available positions from employers using current technologies

## ADMISSION

### FRESHMEN

#### Important Deadlines for Freshman Applicants

OCTOBER 1 Register with College Scholarship Service (CSS)

Profile Application Code 2013

(Early Decision applicants only)

NOVEMBER 1 Early Decision Application Deadline

(Early Decision applicants only)

NOVEMBER 15 Profile Application Deadline to CSS

(Early Decision applicants only)

FEBRUARY 1 Regular Decision Priority Deadline  
Free Application for Federal Student Aid (FAFSA) Deadline  
(All students)

Deposit and Enrollment Confirmation Deadline  
(Early Decision applicants only)

MARCH 15 Regular Decision Notification

MAY 1 Deposit and Enrollment Confirmation

AUGUST 1 Wait List Response Date

#### Early Decision

The Office of Admissions encourages qualified candidates who have selected ACPHS as their first choice to apply under the Early Decision program. Early Decision is a binding agreement and those offered admission would be expected to submit an enrollment confirmation and non-refundable tuition deposit by February 1.

Early Decision candidates seeking consideration for financial aid must submit the Profile Application, available from the College Scholarship Service (CSS). To receive the application, students must register with and submit a fee to CSS at least four weeks before the November 15 filing deadline. Completed application materials must be returned to CSS for processing by November 15. Students seeking federal financial aid also must file the Free Application for Federal Student Aid (FAFSA). Completed applications should be filed by February 1.

#### Regular Decision

To ensure full consideration and a place in the incoming class, we highly recommend that the completed application be submitted by the priority deadline of February 1. We will continue to process and accept applications after the priority deadline as long as space remains available.

#### Instructions for Early and Regular Decision

An application form must be completed and submitted to the College along with the required \$75 non-refundable fee. The following materials also must be sent to the Office of Admissions:

- Official high school transcript
- Two (2) letters of recommendation (one from your guidance counselor and one from a mathematics or science teacher)
- Scores from the Scholastic Aptitude Test (SAT) or American College Testing Program Examination (ACT), which also must include the writing section

The SAT code for the College is 2013. The ACT code is 2672. Applicants who have studied for fewer than ten years where English is the language of instruction are required to submit scores from the Test of English as a Foreign Language (TOEFL) or the Test of Spoken English (TSE). A minimum score on the TOEFL of 600 paper-based, 250 computer-based or 100 Internet-based and a minimum of 50 on the TSE must be achieved to be considered for admission. Applicants must be at least 16 years old and must present evidence of graduation from an approved or accredited secondary school. The course of study must have included the following college preparatory coursework:

English, four years 4 units  
Mathematics, four years (including pre-calculus) 4 units  
Science, three years (including chemistry) 3 units  
Academic college preparatory electives 6 units  
**Note:** Physics and/or calculus are recommended

Applicants are required to select a degree program when completing an application for admission. Applicants will be processed as long as space remains available in the class. Once a student is notified of acceptance, a non-refundable deposit of \$400, along with the signed Enrollment Confirmation Form, will be required to reserve a place in the incoming freshman class as long as space remains available. In the event that enrollment exceeds capacity, ACPHS reserves the right to return the admission deposit based on the date received. Accepted freshmen applicants must complete their senior year of high school successfully and submit a final transcript and all required preregistration forms to the Office of Admissions prior to enrollment. Failure to submit a final transcript and all required forms may result in the withdrawal of a student's acceptance. The College reserves the right to use a wait list for qualified students.

**Note:** A person who has been convicted of a misdemeanor or felony related to drug use or sale may not be eligible for the pharmacy licensing examination. Pharmacy students are required to provide background check before Introductory and Advanced Pharmacy Practice Experiences. To determine eligibility, students may also contact the New York State Board of Pharmacy, Cultural Education Center, Room 3035, Albany, NY 12230, or online at [www.op.nysed.gov/pharm.htm](http://www.op.nysed.gov/pharm.htm).

#### Early Admission

Applicants who complete all freshmen admission requirements at the end of the third year of high school will be considered on the same basis as four-year graduates.

#### Deferred Admission

The Deferred Admission program allows accepted applicants to request a delay of their enrollment at the College for one academic year. Students must send a written request to the Office of Admissions. The Office of Admissions reserves the right to deny requests for Deferred Admission. Students granted Deferred Admission are required to pay a non-refundable deposit to reserve their place in the class of the following year.

#### Advanced Placement (AP), College Level Examination Program (CLEP) and International Baccalaureate Diploma Program (IB)

ACPHS grants advanced standing in the form of credit hours to entering students who, on the basis of performance on the College Board Advanced Placement Examinations, demonstrate proficiency in English, literature, calculus, general chemistry, general biology, statistics, physics and selected humanities courses. A minimum score of 4 must be obtained to receive course credit. It is important to note, however, that it is not always in the student's best interest to have credit awarded (especially for science courses).

To receive credit for the College Level Examination Program (CLEP) examinations, a score of 70 or better must be achieved. CLEP credits will only be accepted for elective courses.

The College recognizes the International Baccalaureate Diploma Program (IB) and grants up to six elective course credits for superior performance on the Higher Level examinations, provided that the exams cover fields of study represented by the College's academic offerings. Students who have completed the IB curriculum ordinarily will be granted, on matriculation at ACPHS, one course credit for each score of 6 or 7 on the Higher Level examinations. These credits may be used to reduce the number of elective courses required for graduation, but normally may not be used to satisfy any other degree requirement.

ACPHS grants advanced standing in the form of credit hours to entering international students from Ontario, Canada, who have taken Grade 12 calculus and received a score of 75 or higher. Credit will be granted for calculus only.

#### Progression Requirements for the Doctor of Pharmacy Program

Effective December 2009, the College approved the concept of an "Expected GPA" and a "Minimum GPA with Candidate Review" for progression into the first professional year as described below:

1. Expected GPA = 3.0 (all students who meet their respective progression requirements will progress into P1, first professional year)
2. Minimum GPA = 2.5 – minimum GPA that would be considered for review for admission
3. Window (2.5-2.95 GPA) students would be reviewed by Pharmacy Admissions and Academic Standards Committee for possible admission into P1, first professional year; this review would be conducted in the spring of 2nd year.

#### TRANSFER STUDENTS – Doctor of Pharmacy

Transfer entry into the Doctor of Pharmacy degree program for 2010 will be available for students moving into the first year of the professional program on a space available basis. It is anticipated that opportunities for transfer to the Albany Campus will be very limited. Students may apply for transfer to the Vermont campus.

#### Important Deadlines for Transfer Applicants into the Pharm.D. Program

FEBRUARY 1 Free Application for Federal Student Aid (FAFSA) Due  
(All students)

MARCH 1 Regular Admission Priority Deadline

**Note:** PharmCAS Admissions Supplemental Fee: A \$100 supplemental application fee is required to be submitted to ACPHS. A check or money order should be made payable to Albany College of Pharmacy and Health Sciences. To pay by Visa or MasterCard, download and submit the supplemental fee credit card form available at <http://www.acphs.edu/documents/SUPPLEMENTAL101eepmtormvised.doc>

The application will not be processed prior to receipt of this application fee.

#### Instructions for Transfer Entry into the Professional Pharm.D. Program

Applicants for transfer admission into the Doctor of Pharmacy will be accepted from students who have completed or plan to complete the required coursework. Applicants must complete an application form through the Pharmacy College Application Service (PharmCAS), which will collect and process all transfer applications to the College. Applicants will have to submit a complete Web-based application comprised of biographical data, postsecondary institutions attended, academic course history, work experience, extracurricular activities, three letters of recommendation and a personal statement and official transcripts from all accredited institutions attended. Please visit [www.PharmCAS.org](http://www.PharmCAS.org) to access information on application requirements as well as policies and procedures.

The SAT code for the College is 2013. The ACT code is 2672. Applicants who have studied for fewer than ten years where English is the language of instruction are required to submit scores from the Test of English as a Foreign Language (TOEFL) or the Test of Spoken English (TSE). A minimum score on the TOEFL of 600 paper-based, 250 computer-based or 100 Internet-based and a minimum of 50 on the TSE must be achieved to be considered for admission. Applicants must be at least 16 years old and must present evidence of graduation from an approved or accredited secondary school.

#### Early Decision for Pharm.D.

The Office of Admissions encourages qualified candidates who have selected ACPHS as their first choice to apply under the Early Decision program. Early Decision is a binding agreement and those offered admission will be expected to submit an enrollment confirmation form and a non-refundable tuition deposit of \$500 within 15 days of receiving their acceptance letter. Early Decision candidates seeking consideration for financial aid must submit the Profile Application, available from the College Scholarship Service (CSS). To receive the application, students must register with and submit a fee to CSS at least four weeks before the November 15 filing deadline. Completed application materials must be returned to CSS for processing by November 15. Students seeking federal financial aid also must file the Free Application for Federal Student Aid (FAFSA). Completed financial aid applications should be filed by February 1.

#### Required Coursework and Semester Hours for Transfer into the First Year of the Four Year Doctor of Pharmacy Program:

General Chemistry I & II	8 semester hours
General Biology I & II	8 semester hours
Organic Chemistry I & II	8 semester hours
Statistics	3 semester hours
Calculus I	3 semester hours
Microbiology	4 semester hours
Physics I & II	6 semester hours
General Psychology	3 semester hours
Humanities	9 semester hours
Liberal Arts electives	9 semester hours
Public Speaking	3 semester hours

Liberal arts electives include art, music, sociology, history, psychology, anthropology, foreign language, political science, economics and English. Other electives include any course that is not required in the standard curriculum list above.

No credit will be accepted for grades lower than "C" ("C-" is not acceptable) or for physical education courses. ACPHS reserves the right to refuse the transfer of any previously earned college credits.

#### TRANSFER STUDENTS – Bachelor of Science in Biomedical Technology,

Pharmaceutical Sciences and Health and Human Sciences

#### Important Deadlines for Transfer Applicants

FEBRUARY 1 Admission Priority Deadline

Free Application for Federal Student Aid (FAFSA) Due

#### Instructions for Bachelor of Science Transfer Students

To ensure full consideration and place in the incoming class, it is highly recommended that the completed application be submitted by the priority deadline of February 1.

Applicants for transfer admission into the second or third year of the Bachelor of Science programs will be accepted from students who have completed or plan to complete the

required coursework, as long as space is available.

An application form must be completed and submitted to the College along with the required \$75 non-refundable application fee. The following materials also must be sent to the Office of Admissions:

- List of courses in progress and/or planned
- Official transcript from high school and each college attended
- One (1) letter of recommendation from a science teacher

Pending approval of the application, an interview will be required for admission. Applicants who have studied for fewer than 10 years where English is the language of instruction are required to submit scores from the Test of English as a Foreign Language (TOEFL) or the Test of Spoken English (TSE). A minimum score on the TOEFL of 600 paper-based, 250 computer-based or 100 Internet-based and a minimum of 50 on the TSE must be achieved to be considered for admission.

Once a student is notified of acceptance, a non-refundable deposit of \$400, along with the signed Enrollment Confirmation Form, will be required to reserve a place in the incoming class as long as space remains available. In the event that enrollment exceeds capacity, ACPHS reserves the right to return the admissions deposit on the date received. Failure to submit a final transcript and all required forms may result in the withdrawal of a student's acceptance. The College reserves the right to use a wait list for qualified students.

#### Required Coursework and Semester Hours for Second-Year Transfer Students into the Bachelor of Science in Pharmaceutical Sciences Program:

General Biology	8 semester hours
General Chemistry	8 semester hours
Statistics	3 semester hours
English	6 semester hours
Liberal Arts electives	6 semester hours

#### Required Coursework and Semester Hours for Second-Year Transfer Students into Bachelor of Science in Biomedical Technology (Cytotechnology Concentration):

General Biology	8 semester hours
General Chemistry	8 semester hours
English or Communications	6 semester hours
Liberal Arts electives	6 semester hours

#### Required Coursework and Semester Hours for Second-Year Transfer Students into Bachelor of Science in Health and Human Sciences Program:

General Biology	8 semester hours
General Chemistry	8 semester hours
English or Communications	6 semester hours
Liberal Arts electives	6 semester hours

#### Required Coursework and Semester Hours for Third-Year Transfer Students into the Bachelor of Science in Pharmaceutical Sciences Program:

General Biology	8 semester hours
General Chemistry	8 semester hours
Organic Chemistry	8 semester hours
General Physics	8 semester hours
Calculus I & II	8 semester hours
Statistics	3 semester hours
English	9 semester hours
Directed elective	9 semester hours
Liberal Arts electives	6 semester

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#### Required Coursework and Semester Hours for Third-Year Transfer Students into the Bachelor of Science in Biomedical Technology (Clinical Laboratory Sciences Concentration):

General Biology	8 semester hours (with laboratory)
General Chemistry	8 semester hours (with laboratory)
Microbiology	4 semester hours (with laboratory)
Anatomy and Physiology	8 semester hours (with laboratory)
Organic Chemistry	4 semester hours (with laboratory)
Biochemistry	4 semester hours (with laboratory)
English or Communications	9 semester hours
Liberal Arts electives	6 semester hours
College Mathematics/Statistics	3 semester hours

#### Required Coursework and Semester Hours for Third-Year Transfer Students into the Bachelor of Science in Biomedical Technology (Cytotechnology Concentration):

General Biology	8 semester hours (with laboratory)
General Chemistry	8 semester hours (with laboratory)
Microbiology	4 semester hours (with laboratory)
Anatomy and Physiology	8 semester hours (with laboratory)
Organic Chemistry	4 semester hours (with laboratory)
English or Communications	9 semester hours
Liberal Arts electives	6 semester hours
College Mathematics/Statistics	3 semester hours

Liberal Arts electives include art, music, sociology, history, psychology, anthropology, foreign language, political science, economics and English. Other electives include any course that is not required in the standard curriculum list above.

Directed electives are courses selected with the help of an academic advisor that further the student's career goals. Directed electives include cell biology, immunology, microbiology, histology, genetics, hematology, clinical microbiology, immunohematology, clinical immunology, pharmacology II, pharmacology III, pharmacology IV, biopharmaceutics and pharmacokinetics, bioorganic chemistry, drug discovery and development, advanced immunology, drug design and synthesis, plant biochemistry and phytochemicals, clinical chemistry, economics of health care, pharmacy administration, pharmacoconomics, independent study and others, with the approval of the program director.

No credit will be accepted for grades lower than "B" (B- is not acceptable) or for physical education courses. Pass/Fail credits will be granted only for first-year courses and/or liberal arts electives. ACPHS reserves the right to refuse the transfer of any previously earned college credits

#### CERTIFICATE IN CYOTECHNOLOGY PROGRAM

The primary objective of ACPHS's Certificate in Cytotechnology program is to prepare candidates for the American Society of Clinical Pathology (ASCP) Certification Exam in Cytotechnology. A student's undergraduate and postgraduate training determines eligibility for examination. Applicants and matriculated students must demonstrate the ability to perform (or learn to perform) essential skills according to the technical standards listed in the College Catalog.

#### Instructions for Certificate in Cytotechnology Program Students

Applications for admission into the Certificate in Cytotechnology program will be accepted from students who have completed or plan to complete the required coursework.

An application form must be completed and submitted to the College along with the required \$75 non-refundable fee. The following materials also must be sent to the Office of Admissions:

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- Official transcripts from each college attended

- Two (2) letters of reference from teachers/supervisors that specifically address the applicant's potential in relation to our program (copies not acceptable)

Pending approval of the application, an interview will be required for admission. Applicants who have studied for fewer than ten years where English is the language of instruction are required to submit scores from the Test of English as a Foreign Language (TOEFL) or the Test of Spoken English (TSE). A minimum score on the TOEFL of 600 paper-based, 250 computer-based or 100 Internet-based and a minimum of 50 on the TSE must be achieved to be considered for admission.

Once a student is notified of acceptance, a non-refundable deposit of \$400, along with the signed Enrollment Confirmation Form, will be required to reserve a place in the incoming class as long as space remains available. In the event that enrollment exceeds capacity, ACPHS reserves the right to return the admissions deposit on the date received. Failure to submit a final transcript and all required forms may result in the withdrawal of a student's acceptance. The College reserves the right to use a wait list for qualified students.

#### Required Coursework and Semester Hours for Transfer Students into the Cytotechnology Certificate Program:

Must have a bachelor's degree or be enrolled, through an Academic Affiliation Agreement, in the third year of a 3+1 program with a work in science courses, including chemistry, biological sciences and mathematics and/or statistics. Individuals who wish to pursue their career in Cytotechnology after completing the ACPHS program in New York State are required to have the following specific courses to obtain license to practice the profession:

Anatomy and Physiology with laboratory Cell Biology with laboratory

Inorganic Chemistry with laboratory

No credit will be accepted for grades lower than "C" (C- is not acceptable).

#### INTERNATIONAL STUDENTS

I. SEVIS (Student Exchange Visitor Information System)

A. SEVIS is the government information system managed by the College for all its current and incoming students. The database stores all necessary information about students attending the College and in the United States on an F-1 visa. Students are charged a one time College SEVIS fee and also a separate government SEVIS fee upon acceptance and entry into the College. The government fee can be paid online at <https://www.fmfee.com/index.html> once the student receives their Certificate of Eligibility, Form I-20 from the College. Students are responsible for updating their information every semester through the Primary Designated School Officer of the College.

II. Visas

A. The College will issue a student the I-20 document which is their valid F-1 visa from the College. In countries other than Canada the student may have to meet with the United States Consulate in their home country to approve the visa and a passport for travel to the U.S. as a foreign student. Currently the College is eligible to issue only F-1 visas.

III. Employment

A. Curricular Practical Training (CPT) is offered to students entering the Pharmacy Skills Lab sequence in the fourth and fifth year of the Pharm.D. curriculum. CPT is defined to be alternative work/study, internship or cooperative education arranged with the approval of the student's program, or any type of required internship or practicum that is offered by sponsoring employers through cooperative agreements. CPT takes place during the academic year and MUST be undertaken prior to the completion of a course of study. Any activity for which a student receives a benefit, monetary or otherwise (even unpaid internships), requires CPT authorization. Students in F-1 status must have been lawfully enrolled in school on a full-time basis for at least one full academic year before becoming

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eligible for practical training.

Students must follow the steps outlined below for CPT approval:

1. Pick up a CPT Approval Form from the Primary Designated School Officer (PDSO);
  2. Meet with the course coordinator to get their signed approval to complete CPT training as part of the course;
  3. Meet with the PDSO and turn in the signed approval form with a letter from the prospective employer indicating dates of employment and potential job duties;
  4. Upon completion of the CPT: a) Complete a class project which documents what was accomplished/learned during the CPT experience. This project needs to be approved by the course instructor.  
b) Meet with the PDSO who will then verify CPT completion in the SEVIS system.
- B. Optional Practical Training (OPT) – Students are eligible after one year of academic work to use 12 months of employment.
- C. Economic Hardship – Students must provide supportive documents to apply for employment through this process.
- D. On Campus – Students are eligible to hold paying positions on campus once approved through the PDSO and Financial Aid. The student must obtain a United States Social Security number to be employed by the College.
- IV. College Officials

A. Primary Designated School Official (PDSO) – Assistant registrar. The PDSO is the advisor for any immigration issues and the point of contact for employment approval or other processes where a school official is necessary. The Designated School Officer (DSO)

is able to sign documents in absence of the PDSO.

B. DSO – Registrar

The newly founded Office of Intercultural Affairs and Diversity (CB 206A) will work to foster a global understanding and outreach for all students, develop advising strategies for international students in collaboration with ACPHS Academic Advising Office, develop and implement Early Orientation Programs (EOP) for international students, and provide oversight of the student immigration and visa process. Ray Chandrasekara, Ph.D., will serve as the office's director.

Further information is available on the International Student Web site in Blackboard

#### Required Immunizations for Attendance

Vaccine-preventable diseases are a major health concern on college campuses. Since immunization is widely regarded as one of the world's most effective tools for protecting public health, Albany College of Pharmacy and Health Sciences has established a pre-entrance Health Immunization Policy for all new incoming students. Failure to comply with health policies will result in an administrative HOLD on the student's record. This will block the student's ability to register, attend classes, or receive grades. Documentation of the following is required prior to registration for classes:

1. Post-secondary students are required to show immunity to **Measles, Mumps and Rubella** (2 doses of MMR, or equivalent for each disease, as outlined below - or documented physician-diagnosed disease.) Persons born prior to January 1, 1957 are exempt from this requirement.
2. Post-secondary institutions are required to distribute information about meningococcal disease and vaccination to students enrolled for at least six (6) semester hours (or the equivalent per semester), or parents/guardians of students under the age of 18. The institution is required to maintain a record of the following for each student:
  - a. Certificate of Immunization for meningococcal meningitis disease; or
  - b. A response to receipt of meningococcal meningitis disease and vaccine information signed by the student or the student's parent or guardian;

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**AND, EITHER**

- c. Self reported or parent recall of meningococcal meningitis immunization within the past 10 years; or
  - d. An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or student's parent or guardian.
3. **Varicella/Chicken Pox** – proof of vaccine series, positive (reactive) antibody titer or physician-diagnosed history of disease
4. **Hepatitis B Vaccine** (traditional three doses, 2 doses of Recombivax or 4 accelerated doses of Twinrix)

**Acceptable Proof of Immunity:**

**Measles**

Students born on or after January 1, 1957 must submit proof of immunity to measles. One of the following is required:

- The student must submit proof of two doses of live measles vaccine: the first dose given no more than 4 days prior to the student's first birthday and the second at least 28 days after the first dose; or
- The student must submit serological proof of immunity to measles. This means the demonstration of measles antibodies through a blood test performed by an approved medical laboratory; or
- The student must submit a statement from the diagnosing physician, physician assistant or nurse practitioner that the student has had measles disease; or
- The student must submit proof of honorable discharge from the armed services within 10 years from the date of application to the institution. The proof of honorable discharge shall qualify as a certificate enabling a student to attend the institution pending actual receipt of immunization records from the armed services; or
- If a student is unable to access his/her immunization record from a health care provider or previous school, documentation that proves the student attended primary or secondary school in the United States after 1980 will be sufficient proof that the student received one dose of live measles vaccine. If this option is used, the second dose of measles vaccine must have been administered within one year of attendance at a post-secondary institution.

**Mumps**

Students born on or after January 1, 1957 must submit proof of immunity to mumps. Only one of the following is required:

- The student must submit proof of one dose of live mumps vaccine given no more than 4 days prior to the student's first birthday; or
- The student must submit serological proof of immunity to mumps. This means the demonstration of mumps antibodies through a blood test performed by an approved medical laboratory; or
- The student must submit a statement from the diagnosing physician, physician assistant, or nurse practitioner that the student has had mumps disease; or
- The student must submit proof of honorable discharge from the armed services within 10 years from the date of application to the institution. The proof of honorable discharge shall qualify as a certificate enabling a student to attend the institution pending actual receipt of immunization records from the armed services.

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**Rubella**

Students born on or after January 1, 1957 must submit proof of immunity to rubella. Only one of the following is required:

- The student must submit proof of one dose of live rubella vaccine given no more than 4 days prior to the student's first birthday; or
- The student must submit serological proof of immunity to rubella. This means the demonstration of rubella antibodies through a blood test performed by an approved medical laboratory. (Since rubella rashes resemble rashes of other diseases, it is impossible to diagnose reliably on clinical grounds alone. Serological evidence is the only permissible alternative to immunization.); or
- The student must submit proof of honorable discharge from the armed services within 10 years from the date of application to the institution. The proof of honorable discharge shall qualify as a certificate enabling a student to attend the institution pending actual receipt of immunization records from the armed services.

For more specific disease information regarding measles, mumps, rubella and meningococcal disease, refer to the New York State Department of Health website at <http://www.health.state.ny.us/> or the Centers for Disease Control website at <http://www.cdc.gov/>

**Other Immunizations**

Although not required, the following are strongly recommended, as they will likely be requirements for clinical rotations:

**Varicella Immunity** – a positive titer or physician-diagnosed history of disease, in lieu of/in addition to vaccinations series (this may be required by some rotation sites, since proof of vaccine series would not be acceptable)

**Polio Vaccine**

**Tetanus, Diphtheria, Pertussis (DTP)** - within 10 years of last injection, and must be valid through the duration of all clinical rotations (if applicable)

**Flu Vaccine** – information to follow

**Cytotechnology Certificate Program Candidates**

A vision exam (including a color blindness test) is required for all Cytotechnology Certificate students. The exam needs to be signed and completed by a physician or ophthalmology technician.

**In Process**

A student is considered "in process" and allowed to attend classes if he/she has presented documentation that shows the student is in the process of completing the immunization requirements of PHL Section 2165.

To be "in process" the student must have received at least one dose of live measles virus vaccine, have complied with the requirements for mumps and rubella, and have an appointment to return to a health practitioner for the second dose of measles if this appointment is scheduled no more than 90 days since administration of the first dose of measles virus vaccine.

A student can be considered in process of complying with PHL Section 2167 regarding meningococcal disease until a 30 day grace period has elapsed. The 30 day grace period may be extended to 60 days if a student can show a good faith effort to comply with PHL Section 2167. If a student is granted the extended grace period, then exclusion begins immediately after the 60 days elapses.

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**Immunization Documentation**

Immunization documentation should be prepared by a physician, physician assistant or nurse practitioner, and shall specify the vaccines and give the dates of administration. It may also show physician-verified history of disease, laboratory evidence of immunity or medical exemption. This includes documents such as a certificate from a physician, a copy of the immunization portion of the cumulative health record from a prior school, a migrant health record, a union health record, a community health plan record, a signed immunization transfer card, a military dependent's "shot" record, the immunization portion of a passport, an immunization record card signed by a physician, physician assistant or nurse practitioner, or an immunization registry record.

**Exemptions from Immunization Requirements**

**Medical Exemption**

If a licensed physician, physician assistant, or nurse practitioner, or licensed midwife caring for a pregnant student certifies in writing that the student has a health condition which is a valid contraindication to receiving a specific vaccine, then a permanent or temporary (for resolvable conditions such as pregnancy) exemption may be granted. This statement must specify those immunizations which may be detrimental and the length of time they may be detrimental. Provisions need to be made to review records of temporarily exempted persons periodically to see if contraindications still exist. In the event of an outbreak, medically exempt individuals should be protected from exposure. This may include exclusion from classes or campus.

**Religious Exemption**

A student may be exempt from vaccination if, in the opinion of the institution, that student (or student's parent(s) or guardian of those less than 18 years old) holds genuine and sincere religious beliefs which are contrary to the practice of immunization. The student requesting exemption may or may not be a member of an established religious organization. Requests for exemptions must be written and signed by the student if 18 years of age or older, or parent(s), or guardian if under the age of 18. The institution may require supporting documents. It is not required that a religious exemption statement be notarized. In the event of an outbreak, religious exempt individuals should be protected from exposure. This may include exclusion from classes or campus.

**Exclusion**

"Exclusion" is the process whereby noncompliant students are not permitted continued attendance at the institution; whereas, "attendance" means the student's physical presence on campus (i.e., exclusion from classes, dorm residence and other curricular and extra-curricular campus activities). Exclusion should begin immediately after a 30 day grace period as stipulated under PHL Section 2165 (measles, mumps and rubella requirements), or after 45 days if a student is from out of state or from another country and can show a good faith effort to comply, or when a disease outbreak occurs.

For institutions to be in compliance with PHL Section 2167 (meningococcal meningitis response form), exclusion of students should begin immediately after the 30 day grace period elapses. The 30 day grace period may be extended to 60 days if a student can show a good faith effort to comply with PHL Section 2167. If a student is granted the extended grace period, then exclusion begins immediately after the 60 days elapse.

**Students on Clinical Rotation**

Clinical rotations are designed to build on students' academic base and provide them with a wide exposure to various pharmacy practice/laboratory environments in order for students to further develop skills in making independent judgments and integrating fundamental knowledge into clinical applications. The following is required for all students who will be

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participating in a clinical rotation as part of their college degree. Documentation must be provided to the Office of Experiential Education annually, prior to starting the supervised clinical experience.

All students who will be participating in clinical rotations must have the documentation below (PPD and PE) completed within 3 weeks of the end of the academic year preceding the start of rotations. Pharm.D. candidates will need to complete this documentation annually starting with the 1<sup>st</sup> professional year (P1) through the end of the 3<sup>rd</sup> professional year (P3). Clinical Lab Sciences and Cytotechnology students will only need to complete the documentation once at the end of the academic year prior to starting rotations.

The dates MUST be adhered to in order to ensure the documentation remains in effect through the duration of the ensuing clerkship year.

• **Tuberculosis (TB) Screening/PPD** –

- If you have NEVER had a PPD/TB screening, then a baseline 2-step TB skin test is REQUIRED, as recommended by the CDC. The 2<sup>nd</sup> test must be placed and read at least 1 week after the first test was placed. The 2<sup>nd</sup> test is required to be administered during the above-specified timeframe. Each test must be read 48-72 hours after it has been placed, so the complete 2-step process will take at least 9 days to complete. Please allow enough time for completion prior to the start of rotations. (Note: If the result of the 1<sup>st</sup> PPD placement is positive, a 2<sup>nd</sup> placement is not required – see below. If the result of the 1<sup>st</sup> PPD placement is negative, a 2<sup>nd</sup> is required to ensure the 1<sup>st</sup> was not a false positive.)
- If your current PPD is positive, you must receive a chest x-ray and provide the College with documentation of both.
- If you HAVE had a PPD/TB screening in the past, you need to provide a copy of your most recent past results:
  - ☐ If the result was negative, then only 1 PPD placement and reading is required during the timeframe indicated above
  - ☐ If the result was positive, you must provide clinician-documented date of test and chest x-ray results, as well as any treatment. You must also be evaluated for signs of active TB during your current physical.
  - ☐ Students who have had the BCG vaccine must be screened, unless previously PPD positive.
  - ☐ Those excluded from skin testing due to prior positive reaction or past disease must be evaluated annually for active disease.

After the initial 2-step process has been completed, only one PPD is required each successive year.

• **Physical Exam** – An annual physical exam, valid for a 12 month period, is required.

Notes:

• **Varicella/Chicken Pox** – proof of immunity status was required upon admission, but a positive titer or physician-diagnosed history of disease may be required by some rotation sites (proof of vaccine series would not be acceptable.) Students will need to verify the specific requirements for each rotation site through the PEMS system.

All students must keep a copy of the above documentation, as it may be requested by their practice sites. Failure to provide sufficient documentation prior to rotations puts a student at risk for being removed from a rotation. If a student is removed for this reason, he/she will be rescheduled for a later rotation and placed at any available rotation site (not necessarily

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the choice of the student.) This reschedule will incur a \$250 fee, which is at the student's expense.

#### Additional Rotation Requirements

Some clinical affiliation sites have additional requirements that must be documented prior to starting that specific rotation (e.g. blood titer as opposed to proof of vaccination.) These additional requirements would be documented in the PEMS database system, as well as communicated to the student in advance. It is the student's responsibility to ensure the requirements are met prior to commencement of clerkship, and will also be at the student's expense (except when facilitated by the rotation site.) If the additional requirements are not met prior to start of clerkship, the student will not be allowed to begin the rotation until they have been fulfilled.

#### Receiving Vaccinations

It is the obligation of the student to complete required immunizations/proof of immunity prior to starting classes. Due to insurance regulations, students should go through their primary care physician to do so, if possible.

If a series of vaccinations/blood tests is needed, and the student cannot complete the series through their primary care physician within the specified time for that series (e.g. student is from out of state/country), they can contact:

#### Albany Campus

**Albany Family Practice Community Care Physicians** (located at 2 Clara Barton Drive, behind the Notre Dame and South Hall residence facilities; Ph: 518-207-CARE [2273]). However, the student should call their insurance provider to ensure coverage of the requested service prior to making an appointment. Students also have to be established as a patient with that facility, which would mean having to get a physical exam from them, even if they recently had one (which insurance may not cover). The cost of a physical exam for ACPHS students who do not have insurance is \$110. PPDs can be provided at a cost of \$19 each.

**Albany County Department of Health Immunization Program** (located at 175 Green Street, Ph: 518-447-4589.) If a student has health insurance, there is a cost per immunization (ranging from \$15-\$97.) If a student does not have health insurance, there is an administrative cost of \$15 for PPD, MMR and Tetanus. All other vaccinations would incur their normal cost. Any ACPHS student who resides in Albany County may go to that DOH for immunizations or PPDs. Students who reside in another county may contact their local Health Department, if they choose.

#### Vermont Campus

**Fletcher Allen Health Care** (all locations are approximately 4 miles from Severance Corners)

**Fanny Allen Campus**  
790 College Parkway  
Colchester, VT 05446  
Phone: 802-847-0000

**University Health Center Campus**  
1 South Prospect Street  
Burlington, VT 05401  
Phone: 802-847-0000

**Ambulatory Care Center/Medical Center Campus**  
111 Colchester Avenue

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Burlington, VT 05401  
Phone: (802) 847-3500

**Vermont Department of Health** (Phone: 802-863-7200)

**Burlington District Office** (located at White Cap Business Park, 426 Industrial Avenue, Williston; Ph: 802-863-7323 or 888-253-8903 (Toll-free within VT)

**Immunization Program:** Phone: 802-863-7638 or 800-464-4343 x7638

(serves the municipalities of Bolton, Burlington, Charlotte, Colchester, Essex, Hinesburg, Huntington, Jericho, Milton, Richmond, St. George, Shelburne, South Burlington, Underhill, Westford, Williston, Winooski)

Any ACPHS student who resides in the Burlington district may visit this DOH office for immunizations or PPDs. Students who reside in another VT district may also contact their respective local Health Department location, if they choose.

**Please note that Albany College of Pharmacy and Health Sciences does not administer immunizations, blood tests or titers.**

For further information and questions regarding immunization requirements, please contact the Office of Experiential Education at 518-694-7277.

#### HIPAA Training

With the introduction of the Health Insurance Portability and Accountability Act of 1996 (HIPAA), it is mandatory that students participating in experiential education leading to a career as a health care professional have HIPAA training from Albany College of Pharmacy and Health Sciences. The College has entered into an agreement with Learn Something, Inc., which has made its widely adopted HIPAA Rx Privacy Training program available to students and staff of U.S. pharmacy schools. The training series provides job-specific overview training on the HIPAA Privacy Rule as it applies to pharmacies and is delivered online in an interactive format with activities, self-checks and audio. The course also includes a summary of best practices for privacy policies and procedures and should take approximately 11/2 hours to complete. At the end of the course there is an exam and a Completion Statement, which students need to keep a copy of for their records. ACPHS will provide details to students about the training prior to entering or during the first professional year of the Pharm.D. program.

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#### ARTICULATION AGREEMENTS

ACPHS offers students the opportunity to pursue several additional courses of study through established agreements with area educational institutions. These agreements allow for seamless transitions between ACPHS and programs listed below.

#### Medical School Early Assurance Program with Albany Medical College.

This agreement provides qualified ACPHS students who are enrolled in one of the B.S. programs at the College with the opportunity to apply to medical school at the end of their second year. If accepted, students are assured admission two years later, upon completion of their undergraduate degree requirements.

#### Articulation Agreement between ACPHS and Union College.

This agreement provides an opportunity for qualified ACPHS students, after two years at the College, to pursue a liberal arts degree, or those qualified students from Union College, after two years at Union College, to pursue a Bachelor of Science or Doctor of Pharmacy at ACPHS.

#### Articulation Agreement between ACPHS and Albany Medical College's Center for Physician Assistant Studies (CPAS).

CPAS offers to highly qualified students in any of the College's B.S. programs with the opportunity to apply to the Center concurrent with admission to ACPHS. If accepted, and subject to compliance with the requirements, each such student will be assured of admission to the Center's program upon completion of the prerequisite courses, experience and undergraduate degree (with a minimum grade point average of 3.2). Accepted students will be able to focus on achieving a strong knowledge base in the sciences, completion of prerequisite courses and obtaining the required health related experience.

#### Articulation Agreement between ACPHS and Hudson Valley Community College.

This agreement provides an opportunity for qualified students who have completed the two-year associate's degree in Biotechnology at Hudson Valley Community College to pursue a Bachelor of Science degree at ACPHS. Students will enter in the third year of the B.S. program.

#### Articulation Agreement between ACPHS and Schenectady County Community College.

This agreement provides an opportunity for qualified students who have completed the two-year degree in Science at Schenectady County Community College to pursue a Bachelor of Science degree at ACPHS. Students will enter in the third year of the B.S. program.

#### Joint Degree Programs

ACPHS works closely with other educational institutions to provide joint degree opportunities so that students may pursue two closely related degrees in a shortened time period. Joint programs are listed below.

#### Pharm. D. or B.S./Master of Science in Clinical Leadership in Health Management or an MBA in Health Systems Administration.

Union Graduate College and ACPHS offer a cooperative program that allows Pharmacy or Pharmaceutical Sciences students to begin courses toward a Master of Science in Clinical Leadership in Health Management or an MBA in Health Systems Administration degree while enrolled at ACPHS. Selected courses from the student's curriculum also may be applied to the completion of the M.S. in Clinical Leadership.

#### Joint B.S. Juris Doctor with Albany Law School.

This 3+3 program allows incoming students to apply to both ACPHS and Albany Law School for joint acceptance. Once in the program, students will complete the first three years at ACPHS. The remaining three years will be completed at Albany Law School. Students must maintain a specified GPA and obtain an appropriate score on the LSAT to enter the Albany Law School program. Students will be awarded the a B.S. and a Juris Doctor in six years, instead of the typical seven.

#### Joint B.S./M.S. with Albany Medical College.

This program allows enrolled ACPHS students to complete their B.S. at ACPHS and their M.S. from Albany Medical College in one of four areas of concentration in a total of five years (three years at ACPHS and two years at AMC). The M.S. degree concentration areas include: Cardiovascular Sciences, Cell Biology and Cancer Research, Immunology and Microbial Disease, Neuropharmacology and Neuroscience. Students are required to apply at the end of their second year in one of the College's B.S. programs for acceptance into this joint degree program.

#### Joint Admission Program in Clinical Laboratory Sciences Specialty and Physician Assistant Studies Program with Albany Medical College.

This agreement provides qualified applicants the opportunity to apply to the B.S. in Biomedical Technology at ACPHS and the M.S. in Physician Assistant Studies at AMC as entering freshman and earn these two degrees in a shortened period of time. During the undergraduate program at ACPHS, students will complete the prerequisites for the Physician Assistant degree and will be provided opportunities to complete the required hours of early health care experience as part of their academic program. Successful completion of the B.S. in Biomedical Technology Specialty Track and maintenance of a 3.2 grade point average assures admission to the M.S. in Physician Assistant Studies Program at Albany Medical College. Students enrolled in the joint program will complete their program of study with ACPHS at the end of fall semester in the fourth year and matriculate to AMC at the beginning of the spring semester.

#### B.S. in Biology (The College of Saint Rose) and Certificate in Cyrotechnology (ACPHS).

This agreement allows students in the Biology degree program at The College of Saint Rose to complete their senior year in the Cyrotechnology program at ACPHS. Upon successful completion, graduates receive a Bachelor of Science degree with a concentration in Cyrotechnology from The College of Saint Rose and a Certificate in Cyrotechnology from ACPHS, which allows graduates to sit for the national registry examination and to be eligible for New York State Licensure as a Laboratory Professional.

#### B.S. in Clinical Biology (Sage College of Albany) and Certificate in Clinical Laboratory Sciences or Cyrotechnology (ACPHS).

This agreement allows students in the Clinical Biology degree program at Sage College of Albany to complete either their junior and senior years or their senior year in the Clinical Laboratory Sciences or Cyrotechnology program, respectively, at ACPHS. Upon successful completion, graduates receive a B.S. in Clinical Biology from Sage College of Albany and a Certificate in Clinical Laboratory Sciences or Cyrotechnology from ACPHS, which allows graduates to sit for the national registry examination and to be eligible for New York State Licensure as a Laboratory Professional.

#### TUITION, FEES AND EXPENSES

Direct billed tuition, fees, residence hall and meal plan costs for the 2009-2010 academic year are as follows:

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1 Tuition (Albany campus)	\$23,260
1 Tuition (Vermont campus)	\$29,550
2 Professional Fee (Albany campus)	\$550
3,4 Student Activity Fee	\$250
3,4 Health Center Fee	\$120
3,4 Orientation Fee – Freshmen	\$275
3,4 Orientation Fee – Transfers	\$175
3,4 Information Technology Fee (undergraduate)	\$230
3,4 Information Technology Fee (MS programs only)	\$100
Clerkship Reschedule Fee (charged per clerkship rescheduled)	\$250
Student Housing (Albany):	
Notre Dame or South Hall	\$6,100
Resident Activity Fee (South and Notre Dame Halls)	\$40
Holland/Princeton Suites – 2 Bedroom	\$7,400
Holland/Princeton Suites – 4/5 Bedroom	\$6,600
5 Meal Plan (Albany)	\$2,200
Meal Plan (Vermont)	\$600
6 Market Insurance Fee	\$430
International Student Fee	\$140
Tablet/Laptop Purchase	\$1,692
Parking Permit Fees:	
Albany Commuter	\$225
Albany Resident (9 month)	\$300
Albany Resident (12 month)	\$420
Vermont Commuter	\$300

- 1 Full-time undergraduate and graduate tuition at Albany campus is \$23,260 for the 2009-2010 academic year (fall and spring semesters). Beginning in the 2011-2012 year, tuition for students enrolled in the first professional year of the Doctor of Pharmacy program will be equal at the Albany and Vermont campuses.
  - 2 Professional fee is billed to Doctor of Pharmacy students in years three through six at Albany campus. Professional fee included in tuition at Vermont campus. Beginning in the 2011-2012 year, the professional fee will be included in tuition for students enrolled in the first professional year of the Doctor of Pharmacy program at the Albany campus.
  - 3 Non-refundable after the first day of classes. Required for all students.
  - 4 Student activity fee for part-time students enrolled in the MS programs is \$70
  - 5 Amount will vary based on choice of meal plan option. All students in the Notre Dame and South Hall residence facilities are required to purchase the \$2,200 meal plan.
  - 6 Assessed to all students and waived for students who provide proof of other insurance by the deadline.
- Notes:** The purchase of a tablet/laptop from the College is not required. Incoming freshmen who choose NOT to participate in the ACPHS Tablet Program are directed to purchase a laptop with the following specifications: Tablet notebook, Windows XP or Vista operating system, 2GB RAM and 80GB hard drive. Tuition is charged at a rate of \$775 per credit hour for class years one through six for enrollment in undergraduate/graduate courses on a part-time basis (11 credit hours or less) at the Albany campus. Tuition is charged at a rate of \$952 per credit hour at the Vermont campus. The fee for auditing is the same as that charged for part-time coursework.

#### Tuition Payment

Tuition and fee charges will be billed to a student's account at least 21 days prior to the start of each new semester or academic session. Late registrants will be billed upon notification of course registration from the registrar's office. Billing statements will be sent on the first of each month by the Office of Student Accounts. Payment in full will be due by

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the date indicated on the billing statement.

Students will be permitted to attend classes and utilize College facilities only after they have settled their financial obligations to the College. All student account balances must be paid in full by the bill due date. The Office of Student Accounts will defer charges up to the amount of the student's approved financial aid awards and/or confirmed college payment plan enrollment. All charges in excess of the deferred amount must be paid in full by the due date. Subsequent modification to an expected amount of financial aid or student loan remains the full responsibility of the student and any resulting balance must be paid in full by the student.

Students on an F-1 visa are not permitted to enroll unless their student account has been paid in full in U.S. funds.

#### Late Payment/Non Payment

Any balance not paid or covered by financial aid and/or payment plan by the due date listed on the billing statement will be assessed a monthly late fee of \$100. Students with unpaid balances will not be able to receive grades or transcripts, register for future terms or receive diplomas. This includes students with late receipt of financial aid awards and students whose accounts are paid by a third party.

Failure to comply for 30 days past the bill due date will result in student suspension, cancellation of course registration, denial of access to all campus facilities (computer accounts, library, residence halls, meal plan, fitness center, etc.) and the inability to register for courses for the subsequent term. A hold (prohibition of access) will remain on the student's account until all prior semester charges have been paid in full. Students who have any unpaid balance on their account will not be permitted to register or attend any future semester/ session until the account status is current and paid in full.

#### Non-Sufficient Funds

Any check used to pay tuition and fees that is returned for non-sufficient funds (NSF) will result in the cancellation of the current term registration. A \$25 NSF fee will be charged to the students account. If the individual has already written an NSF check to the College in the past 12 months, the Office of Student Accounts will not accept another check from this individual for one year. In addition, a hold will be placed on his/her account.

#### Out of School Balances

If, within 180 days, payment in full is not received, the account will be turned over to a collection agency. In addition, ACPHS will request that the bad debt be listed on a national credit rating report. A hold will remain on the account until the debt has been satisfied.

#### Introductory Pharmacy Practice Experience – Community and Institutional

Tuition for the four-credit Introductory Pharmacy Practice Experience (IPPE) will not be charged when the student completes this rotation in the summer after their third or fourth year. The additional course fee covers this cost (see tuition schedule).

#### Institutional Refund Policies

The following chart indicates the Institutional Refund Policy. The actual date of withdrawal will be based upon the date that the written notice is received from the student.

#### Withdrawal Dates That Fall Between Charges Refunded % of Assessed

before start of classes to 1st day of class 100%  
after 1st day to before end of 10% of term 90%

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end of 10% of term to before end of 25% of term 50%

end of 25% of term to end of 50% of term 25%  
after 50% of term to end of term 0%

*ACPHS will charge a 10 percent administrative fee on assessed charges (not to exceed \$100 on all withdrawals).*

#### Return of Title IV Funds Policy

Albany College of Pharmacy and Health Sciences uses the revised policy of Return of Title IV Funds as amended in section 484B of the Higher Education Act of 1965. Each student receiving Title IV assistance will have his or her financial award recalculated to adhere with federal regulations. Federal funds will be returned when required by law.

The Return of Title IV Funds (Return) regulations dictate the statutory schedule used to determine the amount of Title IV funds (federal student aid) a student has earned as of the date he or she ceases attendance. The amount of Title IV program assistance earned is based on the amount of time the student spent in academic attendance; it has no relationship to the student's incurred institutional charges.

Up through the 60 percent point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60 percent point in the payment period or period of enrollment, a student has earned 100 percent of the Title IV funds.

The Return regulations do not prohibit a school from administering its own refund policy or complying with refund policies required by state or other outside agencies. Although an institutional, state or agency refund policy will determine the charges a student will owe after withdrawing, those policies will not affect the amount of aid the student has earned under the Return calculation.

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#### FINANCIAL AID

Many students will be assisted by grants, scholarships and loans from state and federal governments, the College and other private agencies. All students are expected to apply for federal and state grants, scholarships and loan programs for which they may be eligible. Approximately 90 percent of current students have received some assistance. Total assistance for 2009-2010: Grants and Scholarships – \$6,869,660; Loans – \$28,138,706.

#### FEDERAL STUDENT AID APPLICATION PROCESS

Students must file the Free Application for Federal Student Aid (FAFSA) each year in order to determine financial aid eligibility. Students may file the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students without internet access may request a paper FAFSA by calling 1-(800) 4FED-AID. The Federal School Code for Albany College of Pharmacy and Health Sciences is 002885 and must be reported on the FAFSA.

New students are required to file the FAFSA by February 1 for the following academic year. Returning students are required to file the FAFSA by March 1 for the following academic year.

Once the FAFSA is processed, the *Institutional Student Information Record* (ISIR) is made available electronically to the schools the student listed on the FAFSA and the *Student Aid Report* (SAR) is sent to the student or made available to the student online.

#### Eligibility

The student's **Cost of Attendance** (COA) at the College is determined, within guidelines established by federal law. The student's COA includes:

- tuition and fees
- room and board expenses while attending school
- allowances for books and supplies (including cost for required purchase of laptop computer in the first year)
- transportation
- personal expenses (shampoo, toothpaste, laundry expense, etc.)
- loan fees for federal student loans (if applicable)
- dependent-care costs (if applicable)
- costs related to a disability (if applicable)

The student's **Expected Family Contribution** (EFC) appears on the ISIR or SAR. The EFC is used to determine whether a student is eligible for federal student aid. The EFC is calculated using a formula established by Congress to determine the amount that a student's family is expected to contribute toward the student's cost of attendance.

The student's **Unmet Financial Need** (UFN) is determined using the formula:

COA – EFC = UFN. Students must have unmet need in order to qualify for need-based aid. Need-based awards are limited and offered on a first-come, first-served basis to students who meet the College's financial aid deadlines.

#### Verification Policy

According to the College's policy, the Office of Financial Aid is required to review all ISIR/SAR records selected for verification review by the federal processor. In addition, all new students are institutionally selected for verification review. Students selected for verification must submit documentation to support certain information reported on the FAFSA. Students selected for verification or correction must submit copies of student, spouse and/or parent(s) previous year's federal tax returns and W-2 forms with a federal verification worksheet to the Office of Financial Aid by May 1. Students subsequently selected for verification after May 1 are required to submit these documents within 60 days of written notification from the Office of Financial Aid. The Office of Financial Aid cannot process

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financial aid awards for students who do not meet the above deadlines.

**Satisfactory Academic Progress Policy - Office of Financial Aid**

In addition to filing the required forms and demonstrating unmet financial need, students must continue to maintain satisfactory academic progress to remain eligible for federal, state and institutional financial aid awards.

Students placed on academic probation at the end of the academic year will have one semester of grace before losing financial aid eligibility. Academic progress is measured yearly.

**TABLE 1. Standards of Satisfactory Academic Progress - Office of Financial Aid**  
Min. Credits Earned Minimum GPA

	Min. Credits Earned	Minimum GPA
<b>Year 1</b>		
1st Semester	0	0.0
2nd Semester	28	2.0
<b>Year 2</b>		
1st Semester	42	2.0
2nd Semester	56	2.0
<b>Year 3</b>		
1st Semester	70	2.0
2nd Semester	84	2.0
<b>Year 4</b>		
1st Semester	98	2.0
2nd Semester	112	2.0
<b>Year 5</b>		
1st Semester	126	2.0
2nd Semester	140	2.0
<b>Year 6</b>		
1st Semester	154	2.0
2nd Semester	168	2.0
<b>Year 7 – Doctor of Pharmacy only</b>		
1st Semester	182	2.0
2nd Semester	196	2.0

Students who receive financial aid must make satisfactory academic progress to remain eligible for federal, state and institutional aid. This section outlines satisfactory academic progress requirements pertaining to financial aid eligibility. **These requirements are independent of the Academic Progression requirements (see Academic Regulations for more information).**

Students enrolled in the Doctor of Pharmacy degree program must complete their educational objective within a period of seven years. A student enrolled in any of the bachelor's degree programs must complete his/her educational objective within a period of five years. In addition, students must maintain the cumulative grade point averages and required coursework progression requirements outlined in the Standards of Academic Progress table, Table 1, on the preceding page.

Course incompletes and withdrawals are counted as attempted coursework when reviewing satisfactory academic progress. In addition, students may not receive federal, state or institutional financial aid awards for repeated coursework. Students receiving aid under a consortium agreement must submit all required documentation noted in the Consortium Agreement Form to allow the Office of Financial Aid to review standards of academic progress.

**Frequency of Monitoring**

Academic progress is measured annually in June, after spring semester grades are posted. If students are not making satisfactory academic progress, the Office of Financial Aid will notify them in writing.

**Repeated Coursework**

Students are not eligible to receive federal, state or institutional financial aid for repeated coursework. Only new coursework will be included to determine a student's academic load for financial aid eligibility purposes.

**Re-Establishing Federal Student Aid Eligibility**

If students lose federal student aid eligibility because of unsatisfactory academic progress, they may regain eligibility by raising their cumulative GPA to the minimum standard and/or by making up the credit deficiency. Federal, state and institutional student aid will not be available to cover the cost of the coursework needed to regain eligibility.

**Financial Aid Appeals and Process**

On occasion, students may fail to maintain satisfactory academic progress due to very serious circumstances that caused a major disruption to their ability to successfully complete their course work. Students have the right to appeal the loss of aid by writing to the director of financial aid. The appeal letter must include documentation of the unusual and extraordinary (mitigating) circumstances that prohibited the student from meeting the standards of satisfactory academic progress. A mitigating circumstance is defined as a one-time event that will not recur.

If students believe that they can present mitigating circumstances, they must submit a written request for reconsideration to the director of financial aid before August 1. The request should include a comprehensive description of the circumstance(s) and documentation from at least two qualified persons who can verify the information. The Financial Aid Appeals Committee will review the appeal, make a recommendation and send a letter of response.

In cases of student injury, student illness or death of an immediate family member, the director of financial aid may decide to review the appeal before proceeding to the Financial Aid Appeals Committee. The student must submit a letter of appeal and associated documentation to support his/her case by August 1.

**Wait List Process:** The Office of Financial Aid uses a wait list process to award funds that become available due to student attrition. Students may request to be placed on the wait list by submitting the Financial Aid Wait List Request Form to the Office of Financial Aid on or after August 1. This form is available on the ACPHS web site. Wait list requests will be reviewed by the Financial Aid Appeals Committee late in the spring semester, on a first-come, first-served basis, and must be filed every year.

**Consortium Agreement Policy:** The Office of Financial Aid adheres to the Hudson Mohawk Association membership policy concerning cross-registration as our consortium agreement policy. Students interested in registering for classes at member institutions during the fall and spring semesters may contact the registrar at ACPHS for additional information. Students approved to attend a course at member institutions during the fall and spring semesters will not be charged additional tuition for the coursework. The association does not permit summer semester attendance. Students interested in applying for financial aid for approved coursework during the summer semester must complete a separate consortium agreement form, available in the Office of Financial Aid.

*Special considerations concerning students enrolled in summer sessions and/or the fourth professional year of the Doctor of Pharmacy program:*

- Summer sessions I and II are combined to reflect one summer semester for financial aid purposes.
  - Federal student aid eligibility for the summer semesters is determined using the summer as a header term for the upcoming award year. For example, students would file the 2010-2011 FAFSA for financial aid during the summer 2010 semester.
  - The financial aid award year begins July 1, 2009 for the 2009-2010 academic year. Therefore, federal funds for summer semester will not be disbursed until July 1 or thereafter. Funds may be disbursed as early as July 1 for students enrolled in six or more credits in Summer Session I. Funds will be disbursed after the start of Summer Session II for students enrolled in less than six credits in Summer Session I.
  - All student loans (federal or private) are disbursed each academic year using multiple disbursements. Federal Stafford loans for a given academic year (two semesters) are disbursed in two equal installments, one for each semester. Disbursement of funds for the second semester cannot occur until after the mid-point of the loan period.
  - The academic year for students in the fourth professional year of the Doctor of Pharmacy program encompasses clerkship rotation modules A – I for the 2009-2010 year. Module J will be used for make-up rotations only. Fall 2009 semester includes modules A – E; spring 2010 semester includes modules F – I. Institutional aid will be disbursed after July 1, 2009. Student aid for spring 2010 semester will be disbursed after the mid-point of the loan period. (See calendars on page 5 and 6 of the Catalog for more details.)
  - Private student loans for summer students are certified for one calendar year. Funds are disbursed in three installments, one each for summer, fall and spring semesters during the loan period. Disbursements may not be divided equally. If enrollment is less than fulltime during the summer semester, Students will be advised of the disbursement amounts on the financial aid award letter.
  - Special considerations for student loan recipients who are enrolled in the Cytotechnology program:*
  - The spring semester includes the experiential portion on the program.
- All student loans (federal or private) are disbursed each academic year using multiple disbursements. Federal Stafford loans for a given academic year (two semesters) are disbursed in two equal installments, one for each semester. Disbursement of funds for the second semester cannot occur until after the mid-point of the loan period.

**FEDERAL SCHOLARSHIPS AND GRANTS**

**Federal Pell Grants.** Students may apply for the federal Pell grant by filing the FAFSA. Federal Pell grants are available to students who qualify, based upon need as determined by the federal methodology formula. The Office of Financial Aid must receive a valid SIR for processing of the Pell grant payment. Awards range from \$976 to \$5,350 per year for full-time enrollment, contingent upon congressional approval of funds and the expenses at the College. To qualify, students must maintain satisfactory progress toward their first undergraduate degree.

**Federal Supplemental Educational Opportunity Grant.** Awards may range from \$320 to \$1,600 per year for Pell-eligible students. Funds are extremely limited and are awarded on a first-come, first-served basis to students with greatest need. Students filing the FAFSA automatically are considered for this grant, based on an analysis of financial need.

**Federal Academic Competitiveness Grant Program.** Eligible students may receive an Academic Competitiveness Grant (ACG) of \$750 for the first academic year of study and \$1,300 for the second academic year of study. To be eligible for each academic year, a student must:

- Be a U.S. citizen;
- Be a Federal Pell Grant recipient;
- Be enrolled full-time in a degree program;
- Be enrolled in the first or second academic year of his or her program of study at a two-

- year or four-year degree-granting institution;
- Have completed a rigorous secondary school program of study (after January 1, 2007, if a first-year student, and after January 1, 2006, if a second-year student);
- If a first-year student, not have been previously enrolled in an undergraduate program; and
- If a second-year student, have at least a cumulative 3.0 grade point average on a 4.0 scale (as set forth in regulations to be promulgated soon) for the first academic year.

**Federal National SMART Grant Program.** An eligible student may receive a National SMART Grant of \$4,000 for each of the third and fourth academic years of study. To be eligible for each academic year, a student must:

- Be a U.S. citizen;
- Be a Federal Pell Grant recipient;
- Be enrolled full-time in a degree program;
- Be enrolled in a four-year degree-granting institution;
- Major in physical, life or computer science, engineering, mathematics, technology or a critical foreign language; and
- Have at least a cumulative 3.0 grade point average on a 4.0 scale (as set forth in regulations to be promulgated soon) in the coursework required for the student's major.

**Veterans Administration Educational Benefits.** Chapters 30, 32, 35 and 1606 of the U.S. Code established federal rules and regulations for educational benefits for veterans and their dependents. The benefits are administered as monthly stipends by the Veterans Administration. Veterans also may receive contributory benefits if they choose to participate in this program during their service in the military. Applications and information are available at the local Veterans Administration offices. Additional information concerning benefits is also available online at [www.gibill.va.gov](http://www.gibill.va.gov).

**Bureau of Indian Affairs Scholarship.**

Eligibility is restricted to students with financial need who are at least one-fourth American Indian, Eskimo or Aleut and are enrolled members of a tribe, band or group recognized by the Bureau of Indian Affairs Office. Application must be made each year through the NY Liaison Office, Federal Building, Room 523, South Clinton Street, Syracuse, NY 13202. In addition, first-time applicants must obtain tribal certification from the bureau agency or tribal office that records the enrollment for the tribe.

**FEDERAL LOAN PROGRAMS**

Several types of federal student loans are available to students to help meet educational expenses. Student loan programs offer low interest rates and, when used with discretion, provide an affordable option to meet the cost of a quality education. Students and parents must choose their lender, when borrowing federal Stafford and/or PLUS loans. The College participates in the Federal Family Education Loan program.

Students should complete the Electronic Master Promissory Note (E-MPN) for the Stafford, Parent Loan for Undergraduate Student (PLUS) and Graduate PLUS programs. The E-MPN is a 10-year self-promissory note used for all Stafford and PLUS loan borrowing while attending the College.

Students will complete the Stafford loan E-MPN during the first year of attendance. Annual eligibility for Stafford loans will be communicated on the student's financial aid award letter. Students must sign and return the financial aid award letter to the office of financial aid each year in order to accept or decline Stafford loan funds. Transfer students or students with prior loan history will be required to complete a new Stafford loan E-MPN in order to borrow at ACPHS. Parents interested in borrowing the PLUS loan will complete the PLUS E-MPN during the student's first year of attendance. Parents must contact the Office of Financial Aid in writing with the requested loan amount each academic year. Graduate students interested in borrowing the Graduate PLUS loan will complete the PLUS E-MPN.



Students and parents may complete the E-MPN applications by using the links available on the College's financial aid web pages. Students and parents without internet access may request paper MPN applications directly from their lender.

The Stafford and PLUS E-MPN forms must be submitted to the lender by June 1 to ensure payment for fall semester expenses. All federal loans are certified for a full academic year (two semesters). Federal loans are disbursed in payments, with approximately one-half of the total loan amount disbursed each semester.

#### Federal Stafford Loans (Subsidized)

The Subsidized Federal Stafford loan is available to students with financial need. Repayment of the loan begins six months after the student graduates, withdraws or drops to less than half-time attendance. The interest is subsidized (paid) by the federal government during in-school periods and during the six-month grace period.

#### Unsubsidized Federal Stafford Loan for Dependent Student Borrowers

Eligibility for this program is not based upon financial need. The borrower is responsible for the interest that accrues while in school. Repayment of the loan principal begins months after the student graduates, withdraws or drops to less than half-time attendance.

Borrowers with subsidized or unsubsidized Stafford loans may pay a combined origination/ reinsurance premium of 2-3 percent, depending upon the loan guarantor. Borrowers may receive both subsidized and unsubsidized federal Stafford loans totaling up to the applicable Stafford limit if they do not qualify for the total amount permitted under the subsidized federal Stafford loan program.

#### Stafford Loan Annual Limits

##### Dependent Undergraduate Students

**Freshman**  
\$5,500 (\$3,500 between base subsidized and unsubsidized, plus an additional \$2,000 unsubsidized)

**Sophomore**  
\$6,500 (\$4,500 between base subsidized and unsubsidized, plus an additional \$2,000 unsubsidized)

**Junior or Senior**  
\$7,500 (\$5,500 between base subsidized and unsubsidized, plus an additional \$2,000 unsubsidized)

#### Aggregate Loan Limits

\$31,000 (up to \$23,000 may be subsidized)  
\$31,000 (up to \$23,000 may be subsidized)  
\$31,000 (up to \$23,000 may be subsidized)

#### Stafford Loan Annual Limits

##### Independent Undergraduate and Graduate Students

**Freshman**  
\$9,500 (\$3,500 between base subsidized and unsubsidized, plus an additional \$6,000 unsubsidized)

**Sophomore**  
\$10,500 (\$4,500 between base subsidized and unsubsidized, plus an additional \$6,000 unsubsidized)

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#### Junior or Senior

\$12,500 (\$8,500 between base subsidized and unsubsidized, plus an additional \$7,000 unsubsidized)

#### Graduate/Professional

\$20,500 (\$8,500 between base subsidized and unsubsidized, plus an additional \$12,000 unsubsidized)

#### Graduate/Professional

#### Doctor of Pharmacy Only

\$33,000 (\$8,500 between base subsidized and unsubsidized, plus an additional \$24,500 unsubsidized)

#### Aggregate Loan Limits

\$57,500 (including \$23,000 base subsidized and unsubsidized)  
\$138,500 (up to \$65,500 may be subsidized)

#### Parent PLUS Loan Annual Limits

#### Undergraduate

Cost of attendance minus other financial aid, per dependent student

#### Aggregate Loan Limit

None

#### Stafford Loan Interest Rates

The interest rate for subsidized and unsubsidized Stafford loans made after July 1, 2006 is fixed at 6.8%.

The following schedule shows the annual decreases in the fixed interest rates on undergraduate subsidized Stafford loans:

- 6.0% for loans first disbursed between 7/1/08 - 6/30/09
- 5.6% for loans first disbursed between 7/1/09 - 6/30/10
- 4.5% for loans first disbursed between 7/1/10 - 6/30/11
- 3.4% for loans first disbursed between 7/1/11 - 6/30/12

The rate for loans disbursed prior to July 1, 2006 is variable (subject to change each year) but does not exceed 8.25%. Variable interest rates are adjusted each year on July 1.

#### Federal PLUS and Graduate PLUS Loan Interest Rates

The interest rate on PLUS Loans made after July 1, 2006 is fixed at 8.5%. The rate on PLUS Loans made prior to July 1, 2006 varies based on U.S. Treasury Bill rates and is subject to change annually. Under present law, this variable rate cannot exceed 9%. Each loan also carries an origination fee of 3% and a federal default fee of 1% of the amount borrowed. The lender deducts these fees from disbursements sent to the college.

#### Federal Consolidation Loan

For federal student loans in grace or repayment status. This program allows students to combine their debt into one lower payment.

Repayment Schedules Available:

- Standard Repayment Plan
- Extended Repayment Plan
- Graduated Repayment Plan
- Income Contingent Repayment Plan

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#### Interest Rate:

•Weighted average or variable with 8.25% cap

#### Federal Health Professions Student Loan

The HPSL program is offered by the College to those pharmacy students demonstrating financial need through an analysis of the FAFSA. Income and resources of student, spouse and parent(s) must be considered, regardless of the dependency status of a student. The maximum loan is \$2,500 plus tuition, not to exceed total costs less all resources. This loan carries a 5% interest rate, which does not accrue until 12 months after graduation or termination of studies. Students awarded a HPSL loan will complete a Master Promissory Note with the College. Funds are extremely limited.

#### Federal Perkins Loan

Perkins loans are limited by the amount of federal funding allocated to the College.

Eligibility is based upon financial need. This loan carries a 5 % interest rate, which does not accrue until nine months after graduation or termination of studies. Students awarded a Perkins loan will complete a Master Promissory Note with the College. Funds are extremely limited.

#### FEDERAL WORK STUDY

The program is funded through federal and College funds. Students must exhibit financial need in order to qualify for the program. Students may seek a work-study position on campus or at an approved off-campus site. This program provides valuable experience along with monetary assistance. Students working in positions on-campus are paid \$8 per hour and generally work three to six hours per week during the academic year. Students may work up to a maximum of 20 hours per week in extraordinary cases, with permission from the vice president of enrollment management.

Students working in the No Child Left Behind (NCLB) federal work study program provide reading and math tutoring to pre-school and elementary school children at off-campus locations. NCLB tutors are paid \$12 per hour and generally work two to four hours per week. Students must interview and attend training as part of this program.

#### NEW YORK STATE SCHOLARSHIPS AND GRANTS

The Higher Education Services Corporation administers the New York State programs of financial assistance to undergraduate and graduate students. Information regarding these programs follows. Questions concerning any of the programs described below may be addressed by contacting the Office of Financial Aid. Students may also contact HESC at (888) NYS-HESC or www.hesc.com.

#### Eligibility

In order to receive payment under New York State financial assistance programs, students must:

- Be a United States citizen or eligible non-citizen
- Be a legal resident of New York State
- Study full-time (at least 12 credits per semester) at an approved postsecondary (beyond high school) institution in New York State. In some circumstances, the credits for repeating a course in which you already have received a passing grade may not be included in the determination of full-time enrollment for state student financial aid purposes. If the student is disabled and as a result cannot attend full-time, he or she may be eligible. Contact the Office of Financial Aid with any questions.
- Meet the income requirement. "Income" for the Tuition Assistance Program means the taxable income of the student, spouse and/or parent(s) as reported on 2008 New York

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State income tax return. NYS taxable income is calculated on the tax form after personal exemptions and deductions have been subtracted. The incomes of student, parent(s) and the student's spouse are added together to obtain the total NYS taxable income.

- Be registered as a matriculated student. A matriculated student has applied for, been accepted as and is registered as a candidate for a degree, diploma or certificate.
- Maintain good academic standing. The regulations of the commissioner of education provide that good academic standing consists of two elements

#### TABLE 2. Pursuit of Program Requirement for New York State Awards

In order to receive New York State awards, a student is required to receive a passing or failing grade (A-F letter grade) in a certain percentage of courses each term, depending upon the number of state award payments that a student has received. The percentage is determined according to the following schedule:

Number of Payments	Must Receive a Grade For
1 or 2	50% of minimum full-time requirement (6 credit hours each semester)
3 or 4	75% of minimum full-time requirement (9 credit hours each semester)
5 or more	100% (12 credit hours each semester)

1. Pursuit of program: a requirement that the student complete a certain percentage of credits each term. (See Table 2, page 86).
2. Satisfactory academic progress: a requirement that the student earns a specified number of credits and achieves a specified cumulative grade-point average each term. (See Table 1, page 75 and Table 3, pages 88-89).

- Be free of debt from a defaulted guaranteed student loan. If the student previously has defaulted on a guaranteed student loan, he or she may reestablish eligibility for state financial aid through the Renewed Eligibility for Financial Aid program. Contact the Loans Division of HESC at (888) NYS-HESC for information regarding the REFA program.

#### New York State Tuition Assistance Program (TAP)

In the 2009-10 year, TAP will provide a tuition award from \$75 to \$5,000 per year. The award schedules are determined by the state legislature during the annual state budget process. The award is based upon the total of the NYS taxable income reported for the student, spouse and parent(s) on the 2008 NYS tax forms. The TAP award is not a loan and does not have to be repaid. To receive a TAP award as an undergraduate student, the total of the NYS taxable incomes of the student, spouse and parent(s) cannot exceed \$80,000. To receive a TAP award as a graduate student, the total of the NYS taxable incomes of the student, spouse and parent(s) cannot exceed \$20,000.

#### TAP Application Procedures

The student must file the FAFSA by May 1 in order to receive a TAP award for the following academic year. HESC will use information provided on the FAFSA to generate a TAP award.

#### ACPHS's undergraduate TAP code is 0995.

This TAP code should be reported for the first four years of study in the Doctor of Pharmacy (Pharm.D.) degree program and all years of study in the bachelor's degree programs.

ACPHS's graduate TAP code is 5795. This code should be reported only for the fifth and sixth years of study in the Doctor of Pharmacy (Pharm.D.) degree program. Students enrolled in other graduate programs at ACPHS are not eligible for TAP.

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**TABLE 3. Standards of Academic Progress – First Time Recipients of NYS TAP**

Applicable to all first-time TAP recipients enrolled in the Doctor of Pharmacy or Bachelor's degree programs.

Before being certified for this payment	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth
Student must have accrued at least this many credits	9	28	42	56	70	84	98	112	126	
With at least this grade point average	0.0	1.6	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

**Other NYS Scholarships and Awards**

The availability of all New York State scholarship and award programs is subject to approval by the State Legislature each year. Additional information about these scholarships is available on-line at [www.hesc.org](http://www.hesc.org).

**NYS Scholarships**

- Flight 3407 Memorial Scholarship
- NYS Flight 587 Memorial Scholarship
- Military Service Recognition Scholarship (MSRS)
- New York Lottery – Leaders of Tomorrow Scholarship
- NYS Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers
- NYS Regents Professional Opportunity Scholarship
- NYS Scholarships for Academic Excellence
- NYS Volunteer Recruitment Service Scholarship
- NYS World Trade Center Memorial Scholarship
- Robert C. Byrd Honors Scholarship

**NYS Awards**

- NYS Aid to Native Americans
- NYS Regents Awards for Children of Deceased and Disabled Veterans
- Sagal AmeriCorps Education Award
- Veterans Tuition Awards

**Vermont Incentive Grants**

Vermont residents accepted or enrolled in an undergraduate degree or certificate program who will be attending college full-time, and do not already have a bachelor's degree, are eligible to apply for a Vermont Incentive Grant. Eligibility is based upon financial need with grants ranging from \$700 to \$11,200 for the 2009-2010 academic year. Vermont Incentive Grants may be used at schools either within Vermont or out-of-state. To apply, complete a Free Application for Student Aid (FAFSA) and a Vermont Grant Application. The Vermont Grant application will be available electronically when submitting the FAFSA. Paper applications are also available at [www.vscac.org](http://www.vscac.org).

**INSTITUTIONAL AID**

ACPHS offers institutional scholarships and grants based upon established criteria as noted. All awards are based upon full-time enrollment each semester, unless otherwise indicated. Need-based scholarships require the student to file the FAFSA each year by the published priority deadlines of February 1, for new students, and March 1, for returning students. Students applying for admission through the Early Decision process must file the CSS Profile Form by November 15. New recipients must be accepted for enrollment. Renewal recipients must be full-time matriculated students, maintaining standards of satisfactory academic progress. All awards are subject to adjustment due to changes in

enrollment status, or receipt of other federal, state or private funds. In addition, awards will be adjusted as part of required corrections or verification of data reported on the student's federal IGR. The Office of Financial Aid will evaluate eligibility annually, based upon issuance of final grades for spring term. Awards will be renewed on a first-come, first-served basis until funds are expended. Awards may not be renewed to students who do not adhere to the FAFSA filing deadline of March 1. Awards will not be renewed to students with incomplete financial aid paperwork after May 1.

Presidential Scholarships, Dean's Scholarships, Trustee Scholarships and Trustee Grants will be renewed for a maximum of 11 semesters for students pursuing the Doctor of Pharmacy degree. Presidential Scholarships, Dean's Scholarships, Trustee Scholarships, Trustee Grants, Pharmaceutical Sciences Scholars Awards, Biomedical Technology Excel Awards, Health and Human Sciences Scholars Awards and Trustee Scholarships for bachelor's degrees will be renewed for a maximum of seven semesters for students pursuing a bachelor's degree. All award criteria may be subject to change by the College.

**Albany College of Pharmacy and Health Sciences Presidential Scholarship.**

ACPHS offers tuition scholarships to qualified entering freshmen upon admission to the College based upon superior academic achievement in high school. The Presidential Scholarship is renewed each year provided the student maintains a cumulative overall GPA of 3.2 or better. Although eligibility for this scholarship is based upon academic merit, students are encouraged to submit the FAFSA to determine eligibility for other sources of financial aid.

**Albany College of Pharmacy and Health Sciences Dean's Scholarship.**

ACPHS offers tuition scholarships to qualified entering freshmen upon admission to the College based upon honorable academic achievement in high school. The Dean's Scholarship is renewed each year provided the student maintains an overall cumulative GPA of 2.7 or better. Although this scholarship is based upon academic merit, students are encouraged to submit the FAFSA to determine eligibility for other sources of financial aid.

**Albany College of Pharmacy and Health Sciences Trustee Scholarship.**

Each year the trustees of the College generously approve funding for a number of scholarships to be awarded on the basis of established need and academic achievement. First-year students must maintain a 2.0 overall cumulative GPA, and upper-class students must maintain a 2.3 overall cumulative GPA for continued renewal of the scholarship. Students must submit the FAFSA each year to determine eligibility for this scholarship.

**Albany College of Pharmacy and Health Sciences Biomedical Technology Excel Award.**

ACPHS offers merit-based scholarships to qualified entering freshmen, upon admission to the College in the bachelor's degree program in Biomedical Technology, who exhibit honorable academic achievement in high school. The Biomedical Technology Excel Award is renewed for a maximum of four years, provided the student maintains a cumulative GPA of 2.5 or greater and continued enrollment in the Biomedical Technology program. This award will be discontinued should the student change his/her program of study. Although this scholarship is based upon academic merit, students strongly are encouraged to complete the FAFSA each year. Intel International Science and Engineering award recipients will be considered for this award.

**Albany College of Pharmacy and Health Sciences Health and Human Sciences Scholarship.**

ACPHS offers merit-based scholarships to qualified entering freshmen, upon admission to the College in the bachelor's degree program in Health and Human Sciences, who

exhibit honorable academic achievement in high school. The Health and Human Sciences Scholarship is renewed for a maximum of four years, provided the student maintains a cumulative GPA of 2.5 or greater and continued enrollment in the Health and Human Sciences program. This award will be discontinued should the student change his/her program of study. Although this scholarship is based upon academic merit, students strongly are encouraged to complete the FAFSA each year.

**Albany College of Pharmacy and Health Sciences Pharmaceutical Sciences Scholarship.**

ACPHS offers merit-based scholarships to qualified entering freshmen, upon admission to the College in the bachelor's degree program in Pharmaceutical Sciences, who exhibit honorable academic achievement in high school. The Pharmaceutical Sciences Scholarship is renewed for a maximum of four years, provided the student maintains a cumulative GPA of 2.5 or greater and continued enrollment in Pharmaceutical Sciences program. This award will be discontinued should the student change his/her program of study. Although this scholarship is based upon academic merit, students strongly are encouraged to complete the FAFSA each year.

**Albany College of Pharmacy and Health Sciences Trustee Scholarship for Bachelor's Degree Programs.**

ACPHS offers need-based scholarships to qualified entering freshmen, upon admission to the College in the bachelor's degree programs, who exhibit honorable academic achievement in high school. The Trustee Scholarship for bachelor's degree programs is renewed for a maximum of four years, provided the student maintains a cumulative GPA of 2.3 or greater and continued enrollment in the bachelor's degree programs. This award will be discontinued should the student change his/her program of study. Students must complete the FAFSA each year for continued renewal of the award.

**Albany College of Pharmacy and Health Sciences Dean's Endowment for Excellence Scholarship.**

Each year the committee representing the Dean's Endowment for Excellence Scholarship selects one entering freshman for the scholarship. The recipient must be one of the top 10 freshmen applicants to the College for the given year. The scholarship is awarded on the basis of academic merit. The scholarship will be renewed for a maximum of six years or until the student leaves or graduates from the College. The student must maintain a 3.0 overall cumulative GPA for continued renewal of the scholarship. The recipient is encouraged to participate in the program of the annual Dean's Cup Golf Tournament each summer. Renewed eligibility for the scholarship will be reviewed annually.

**Albany College of Pharmacy and Health Sciences Trustee Grant.**

Each year the trustees of the College generously approve funding for a number of grants to be awarded on the basis of established need and academic achievement. Students must maintain standards of academic progress for continued renewal of the grant. Students must submit the FAFSA each year to determine eligibility for this grant. Students in the Ventures Scholars Program will be considered for this scholarship.

**Albany College of Pharmacy and Health Sciences Award for Intel Scholars.**

This scholarship is presented to selected entering freshmen who demonstrate outstanding achievement in the area of biomedical sciences at the Intel International Science and Engineering Fair or an ISEF-affiliated fair. Recipients must be admitted to the College in the bachelor's degree program in Pharmaceutical Sciences. The annual \$5,000 tuition scholarship is renewable for four years. The student must maintain a 3.0 GPA and full-time enrollment status. This award will be discontinued should the student change his/her program of study. Although this scholarship is based upon academic merit, students

strongly are encouraged to complete the FAFSA each year.

**Albany College of Pharmacy and Health Sciences Award for Ventures Scholars.** This scholarship is presented to selected Ventures scholars, entering as freshman, who have a minimum average of 90 and a minimum SAT score of 1,200. In addition, class rank is considered in the selection process. New York students must have a minimum Regents grade of 85. Selected recipients may be eligible for an award ranging from \$2,000 to \$10,000. Recipients must maintain a 2.3 overall cumulative GPA for continued renewal of the award.

**Albany College of Pharmacy and Health Sciences Freshman Technology Grant.**

ACPHS offers onetime, non-renewable technology grants to qualified entering freshmen who demonstrate exceptional financial need. Students must submit the FAFSA to determine eligibility for this grant.

**Albany College of Pharmacy and Health Sciences On-Campus Housing Grant.**

ACPHS offers housing grants to qualified entering freshmen who demonstrate exceptional financial need. Students must reside on-campus in dormitories owned by ACPHS for consecutive terms for continued renewal of the grant. Students must submit the FAFSA each year to determine eligibility for this grant.

**ALUMNI SCHOLARSHIPS**

**Allen Barnum '24 Alumni Scholarship.**

This scholarship was established by a 1924 alumnus to assist deserving students. Eligibility is based upon financial need and academic merit.

**Alumni Association Gifts, Grants and Scholarships**

**Milton Bernstein '31 Alumni Scholarship.**

This scholarship was established to assist deserving students. Eligibility is based upon financial need and/or academic achievement.

**Orrin O. Bigelow '42 Alumni Scholarship.**

This scholarship was established for students who reside in Chenango, Madison, Otsego, Cortland or Delaware counties. Recipients must be graduates of high schools located in these counties. This scholarship is awarded to a deserving student based upon financial need.

**Myron Book Scholarship.**

**Class of 1988 Alumni Scholarship.** This scholarship was established in memory of deceased members of the Class of 1988. This need-based scholarship is awarded to a fifth- or sixth-year student who has good overall academic achievement, and is a respected friend and colleague within their class.

**Thomas Cutbush '68 Scholarship.**

This scholarship was established in memory of Thomas Cutbush '68. Eligibility is based upon financial need and academic merit.

**Rinaldo V. DeNuzzo '52 Alumni Scholarship.**

The Rinaldo V. DeNuzzo Alumni Scholarship is awarded annually to a deserving student on the basis of academic achievement and financial need.

**Barbara M. DiLascia '55 Memorial Scholarship.**

This scholarship was established in memory of Barbara M. DiLascia '55. Scholarships are granted based upon financial need and academic merit.

**Francis Donovan '51 Scholarship**

Scholarship is granted based upon financial needs and academic merit.

**Harland R. Eckler '20 Alumni Fund Scholarship.**

This scholarship was established by the late Mr. Eckler to provide for scholarships for deserving students.

**John E. Flynn Scholarship.**

This scholarship is in memory of Dr. Flynn, a professor of biology at ACPHS. The award is based on financial need and academic merit.

**Paul A. Jablon Scholarship.**

This scholarship is in memory of Dr. Jablon, a professor of pharmacy at ACPHS. This award is based on financial need and academic merit.

**Burt Orrin Kinney Alumni Scholarship.**

This scholarship was established for students with financial need from the New York counties of St. Lawrence, Jefferson, Delaware, Franklin, Lewis, northern Oswego or Clinton, or the Vermont counties of Chittenden or Franklin. Recipients must be graduates of high schools located in the designated counties.

**George C. Lewis '28 Alumni Scholarship.**

This fund was established to recognize the late Mr. Lewis, who served with distinction as a member of the board of trustees from 1966-76. This scholarship is awarded based upon financial need and academic merit.

**James McGuinness '71 Alumni Scholarship.**

This scholarship is awarded annually to a deserving student based upon academic merit and/or financial need.

**Francis J. O'Brien '20 Alumni Scholarship.**

This scholarship was established as a matching fund by an anonymous alumnus in memory of Francis J. O'Brien, dean of the College from 1943-67. Scholarships are awarded annually to deserving students based upon financial need and academic excellence.

**Bertram Rapowitz '58 Scholarship.**

This scholarship was established by a gift from Bertram Rapowitz '58. This scholarship is awarded annually on the basis of academic achievement and financial need.

**Ellis H. Robison Alumni Scholarship.**

Established in memory of this former board of trustees member and chairman, the Robison Scholarship is awarded annually on the basis of academic achievement and financial need.

**Dennis Rule '96 Memorial Scholarship.**

This scholarship is awarded to a student who is an active member of a fraternal organization and involved in community service outside of ACPHS. The award is based upon financial need.

**Albert M. White Scholarship Fund.**

Established by friends and colleagues of the late Albert M. White, a former ACPHS basketball coach and associate dean of the College. This scholarship is awarded to students who demonstrate strong leadership qualities, scholastic ability and athletic participation.

**Other Scholarships**

**Jacob G. Baurle '31 Memorial Scholarship.**

This scholarship was established by a gift from the estate of Jacob M. Baurle, an ACPHS alumnus. Scholarships are granted based upon financial need and academic merit.

**Elizabeth Widenmann Boylan Scholarship.**

This scholarship was established by a gift in memory of Elizabeth Widenmann Boylan, an ACPHS alumna. Scholarships are granted based upon financial need and academic merit.

**Debra Bramer Memorial Scholarship.**

This scholarship is awarded to a pharmacy student who is a resident of Montgomery County and aspires to work, or is working part time, in a retail setting and is dedicated to community service, particularly with the elderly. This award is based upon financial need.

**Bristol-Myers Squibb Scholarship.**

This scholarship was established by a gift from the Bristol-Myers Squibb Company in 1994. Scholarships are granted based upon financial need and academic merit.

**Capital Area Pharmaceutical Society Scholarship.**

Established by a gift from CAPS, this scholarship is granted to a fifth-year student who also qualifies as a member of the Pharmaceutical Society of the State of New York.

**Alfred J. Collins Jr. '53/ Warner-Lambert/JC Penney Scholarship.**

This scholarship was established from a gift from Warner-Lambert on behalf of Alfred J. Collins Jr. '53, chairman of the board of trustees from 1985-1993 and 1997-2003. Scholarships are granted based upon financial need and academic merit.

**CVS (Consumer Value Stores) Scholarship.**

In the 1986-87 academic year, CVS began granting scholarships to students from ACPHS. These scholarships are based upon academic merit.

**Demers Family Scholarship.**

This scholarship is awarded to first-year students who are residents of St. Lawrence, Franklin, Jefferson or Lewis counties.

**H. Russell Denegar '43 Scholarship Fund.**

This scholarship was established in 1996 by a gift from H. Russell Denegar, an ACPHS alumnus and former associate dean of the College. Scholarships are granted based upon financial need.

**General Scholarship Fund.**

This scholarship was established by donations from alumni and gifts given in memorial. Scholarships are granted based upon financial need.

**Haggerty Memorial Scholarship.**

This scholarship was established by Frederick Haggerty '50 and his wife, Edna, in memory

of Frederick's parents, Kenneth and Alice Haggerty, both members of the Class of 1922. Scholarships are awarded to pharmacy students enrolled in the professional years of study. Students must be in good academic standing, have financial need and intend to practice pharmacy upon graduation.

**Hannaford Brothers Company.**

Scholarships are awarded to deserving students who currently work in retail and reside in Maine, Vermont, New Hampshire or New York.

**Henning Scholarship.**

This scholarship is in memory of Walter Henning '43 and his wife, Kathryn. This award is based on financial need and academic merit.

**Kenneth G. Hunter '25 Scholarship.**

This scholarship is awarded to the incoming first-year student having the highest SAT score placing in the top 5 percent of his or her class.

**Albany Graduate Chapter of Kappa Psi Fraternity Scholarship.**

Established in 1998, this scholarship will be awarded to a member of the Kappa Psi Fraternity.

**Bruce Kay '66 Memorial Scholarship.**

Established by the friends and family of former ACPHS trustee Bruce Kay '66, this scholarship is awarded annually to a student who has demonstrated financial need and academic excellence. Special preference is given to students who are interested in pursuing a career in hospital pharmacy.

**Kirkpatrick Scholarship.**

This scholarship is in memory of Ozzie and Margaret Kirkpatrick, caretakers of ACPHS for more than 40 years. This award is based on financial need and academic merit.

**E. Charles Leighton '59 Memorial Scholarship.**

This scholarship was established by Josephine Leighton in memory of her husband E. Charles Leighton, an ACPHS alumnus. Scholarships are granted based upon financial need and academic merit.

**Rita E. Leighton '96 Scholarship Fund.**

This scholarship was established in memory of former board of trustees member Rita Leighton, M.D., and is awarded annually to a female basketball player. Along with her high academic achievement, Dr. Leighton was the career scoring leader for ACPHS women's basketball from 1986-2005. The recipient must have completed two academic years at the College, played two full seasons of basketball at ACPHS and be in good academic standing.

**Eli Lilly Scholarship.**

This scholarship was established with a gift from Eli Lilly and Company and donations by alumni employees of Eli Lilly and Company along with their matching gifts. Scholarships are granted based upon financial need and academic merit.

**Edward Malkonian '34 Endowed Scholarship.**

This scholarship is awarded to a student who has demonstrated the resilience to rise above adverse circumstances by dint of hard work and tenacity. The student must have maintained a good class standing while sustaining part-time employment and diverse

responsibilities. This award is based upon financial need.

**Donald McAndrew '62 Memorial Scholarship.**

This scholarship was established by the Class of 1962 in memory of their classmate, an adjunct faculty member who died in 1994. Scholarships are granted based upon financial need and academic merit.

**Harry Mikhitarian '54 Memorial Scholarship.**

Created by his family in memory of former trustee Harry Mikhitarian '54, this scholarship is awarded to a well-rounded student from the Capital Region who demonstrates financial need and a commitment to community service.

**The Dr. Kenneth W. Miller Scholarship.**

Established in 1993, scholarships are awarded in honor of Dr. Miller, president and dean of ACPHS from 1982-93. Scholarships will be awarded annually to academically qualified students with demonstrated financial need who are pursuing the Doctor of Pharmacy degree and in the professional years (class years 3-6). Preference will be given to Accelerated students entering the College with a bachelor's degree.

**Morrissey Scholarship.**

This scholarship is in memory of James J. Morrissey Jr. '65. To be eligible for this award, students must have at least two years of military service.

**Varant Najarian Endowed Scholarship.**

This scholarship is in memory of Varant Najarian, the longtime chair of the Liberal Arts Department at ACPHS (now incorporated in the Department of Arts and Sciences) and a member of the College faculty from 1953 until his death in August 2002. The scholarship recognizes a student who has demonstrated excellence in the liberal arts portion of the curriculum.

**National Association of Chain Drug Stores Scholarship.**

This scholarship was established by a gift in 1996 from NACDS. Scholarships are granted based upon financial need and academic merit.

**Henry A. Panasci Jr. Pharmacy Scholarship Fund.**

This fund was established by Mr. Panasci, cofounder of Fay's Drug Company, Inc. Scholarships are based upon financial need and academic merit.

**Alpha Theta Chapter of Phi Delta Chi Professional Pharmacy Fraternity Award.**

The endowment is established exclusively for the benefit of the brothers of Alpha Theta Chapter of Phi Delta Chi Professional Pharmacy Fraternity. Brothers in this chapter may apply to be considered for this award in years 3-5 of study. Interested applicants should contact members of the chapter's Alumni Committee to apply.

**Rite Aid Endowment Scholarship.**

This endowed scholarship was established in 1983 by a gift from the Rite Aid Corporation. Scholarships are granted based upon financial need and academic merit.

**Rite Aid Scholarship.**

In addition to Rite Aid's endowed scholarship, this annual scholarship is offered to upperclass students based upon academic merit and financial need.

**Carol Lee Soweck '74 Memorial Scholarship.**

This scholarship was established by Edward and Muriel Soweck in memory of their daughter Carol, a 1974 graduate of ACPHS's former Medical Technology program. This scholarship is awarded to a Biomedical Technology student and is based upon financial need.

**Vander Veer Scholarship.**

This scholarship is part of the general scholarship fund and used for graduate student needs, including those students in ACPHS's Pharm.D. program.

**Walgreens Drug Company.**

Established in 1995-96, scholarships are awarded based upon financial need and academic merit.

**The Michael P. and Elsie K. Yuda Scholarship.**

The scholarship was established from a gift by the Yuda Trust upon the death of Elsie, widow of ACPHS graduate Michael P. Yuda '20. Scholarships are granted based upon financial need and academic merit.

**Mario M. Zeolla '97 Memorial Scholarship.**

Created by his family in memory of beloved faculty member Mario M. Zeolla '97, this scholarship is awarded annually to a pharmacy student, enrolled in the professional years of study, who shows strong leadership qualities, has a high academic standing and has completed two full seasons of soccer.

**Other Financial Assistance Programs****Private Education Loan Programs.**

Many lenders offer private education loans for students and parents. These programs are designed to assist in meeting college costs not covered by federal, state and institutional aid programs. Eligibility for private education loans normally includes review of the credit history of the student applicant and adult co-signer. All private loans are certified for a full academic year and are disbursed on a semester basis. Private loan applications for the Doctor of Pharmacy. Accelerated option are certified for one calendar year and disbursed in three payments. Students communicate their lender of choice to the Office of Financial Aid by submitting an application directly to their lender or by contacting the Financial Aid in writing.

**TuitionPay Payment Plan by Sallie Mae.**

This plan is available to pay college tuition and fees in ten convenient monthly payments. Monthly payments normally commence July 1 of each year. The annual cost of this plan is \$60. There are no other fees or interest charges associated with the TuitionPay plan. Information concerning this plan is available using the links on the College's financial aid web pages.

**National Community Pharmacists Association.**

Available to student members of the National Community Pharmacists Association in the last seven semesters of their first professional pharmacy degree program and who are planning a career in independent community pharmacy practice. Applicants must be U.S. citizens. Loans are granted in increments of up to \$2,500 per semester to a maximum of \$5,000 per calendar year. The amount requested cannot exceed the cost of tuition and book fees for the semester to which the student is applying. Student membership applications are available at [www.ncpanet.org](http://www.ncpanet.org).

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**Francis J. O'Brien Emergency Loan Fund.**

This fund is designed to provide short-term emergency loans of no more than \$500 per semester (\$1,000 maximum per year) to students. Students must sign a promissory note with the vice president for enrollment management. All loan proceeds must be repaid to the fund within 30 days

**Student Employment**

The College also provides an opportunity for a significant number of students to work in campus and faculty offices, the library, gymnasium and other campus areas. Information concerning student employment may be obtained from the Office of Financial Aid. All inquiries and correspondence concerning financial assistance should be addressed to:

Office of Financial Aid  
Albany College of Pharmacy and Health Sciences  
106 New Scotland Ave.  
Albany, NY 12208  
Telephone: (518) 694-7256  
Facsimile: (518) 694-7121  
E-mail: [financial\\_aid@ACPHS.edu](mailto:financial_aid@ACPHS.edu)

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**ACADEMIC RECOGNITION****Honors for Achievement**

The following awards are presented to enrolled students. Awards marked with an asterisk (\*) are presented to graduates as part of Commencement exercises.

**\*Alumni Council Award.**

Awarded to a graduating student for having the second highest GPA.

**\*American Chemical Society Award.**

An award given by the American Chemical Society for general excellence.

**\*American Pharmacists Association Academy of Student Pharmacists Professionalism Award.**

An award sponsored by McNeil Consumer Products Company and given to a graduating student for professionalism and excellence in patient care. The recipient must be a member of the American Pharmacists Association Academy of Student Pharmacists (APhA-ASP).

**Pharmaceutical Sciences.**

This award was established by ACPHS Professor Gail Goodman Shnikoff, Ph.D., with funds from her Teacher of the Year Award and is presented to a fourth-year student who excels in biology, demonstrates excellence in scholastics and/or research and/or service to the Pharmaceutical Sciences Department.

**\*The Morris M. Daffner '32 Memorial Award for Excellence in Pharmacy Practice.**

Established by his wife Beatrice and son Dr. Richard Daffner '63, this prize is named in memory of Morris M. Daffner '32. Awarded to a graduating student who has shown excellence in pharmacy practice.

**Claudia L. DeGiaccio Memorial Award.**

An award given to a student with high scholastic standing in the pharmacy courses who is deemed worthy of the honor.

**Dr. Rudolph R. DeGiaccio '46 Memorial Prize.**

A prize given to a student deemed worthy of the honor.

**\*DeNuzzo Award.**

A prize offered by ACPHS Professor Rinaldo V. DeNuzzo '52 and presented to a student having a high standing in pharmaceutical management.

**\*Facts and Comparisons Award.**

An award given to a student for high academic achievement and outstanding communication skills.

**\*GlaxoSmithKline Pharmaceuticals Patient Care Award.**

An award given to a Pharm.D. student who has demonstrated superior patient care skills.

**The Marsden H. Hayes Award.**

A scholarship given by the Central New York Society of Hospital Pharmacists

Association to a student who demonstrates potential for leadership in institutional and clinical practice.

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**\*Lilly Achievement Award.**

Eli Lilly and Co. presents this award to a graduating student who has achieved scholastic success and manifests exceptional qualities of leadership and professional attitude.

**Dr. Lawrence H. MacDonald Memorial Award.**

Awarded by the American Chemical Society to the student with the highest standing in freshman chemistry.

**Ralph '59 and Mary Lou '60 Mancini Award.**

This award was established in memory of Matthew Verderame, a professor of medicinal chemistry at ACPHS for 37 years. Presented to a student with financial need who demonstrates academic excellence in medicinal chemistry.

**\*Mansfield Award.**

A cash prize from a fund established under the will of Dean William Mansfield and is awarded to the pharmacy student who has the highest scholastic standing for the entire six years of the Pharm.D. program.

**Lucy M. Marvel Membership Awards.**

Four memberships of one year each are awarded annually by the Northeastern New York Society of Hospital Pharmacists to third- or fourth-year students employed at a hospital pharmacy in the Northeast.

**\*Merck and Company, Inc. Awards.**

Merck and Company awards five sets of the Merck Index and Merck Manual to students having high scholastic standing in the pathophysiology, therapeutics and medicinal chemistry sequence.

**\*Mylan Pharmaceuticals Inc. Award.**

An award presented by Mylan Pharmaceuticals, Inc. to a graduating student for excellence in pharmacy.

**\*Natural Medicines Comprehensive Database Recognition Award.**

An award given to a graduating student who demonstrates interest in improving patient care and appreciation for an evidence-based approach to evaluating natural medicines.

**\*New York State Chapter of the American College of Clinical Pharmacy Doctor of Pharmacy Student Research Award.**

An award given to a Pharm.D. student for excellence in research.

**\*The Perrigo Award.**

An award given to a student for excellence in non-prescription medication studies.

**\*PSSNY Award.**

A five-year membership in the Pharmaceutical Society of the State of New York awarded to a graduating student deemed worthy.

**\*Public Health Pharmacy Practice Award.**

An award given by the U.S. Public Health Service to a graduating student for excellence in public health pharmacy practice. The student must be nominated by faculty, who complete a detailed nomination form. Nominations are then reviewed by a committee for selection. Only a few students throughout the country are selected for this prestigious award.

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**Rho Pi Phi Beta Alumni Award.**

A scholarship awarded to an upperclassman of high scholastic standing who is deemed worthy of the honor.

**\*Rho Pi Phi Alumni Award**

An award given to the graduating student who has made outstanding contributions to community welfare.

**\*Rhodes Award.**

Four awards offered in memory of Earl D. Rhodes are given for general excellence.

**\*The Roche Communications Award.**

An award is given to a graduating pharmacy student who has demonstrated effective communication, a commitment to the profession and interest in patient care.

**The James J. Roome Award.**

This award, established in 1992, is given annually to the four students who have shown the greatest academic improvement at the end of the second, third, fourth and fifth years.

**The Robert J. Sherer Memorial Scholarship Award.**

A monetary award given by five friends is presented to the fifth-year student with the highest cumulative average for the first four years at ACPHS.

**\*TEVA Pharmaceuticals USA Award.**

This award is given to a graduating student for high scholastic standing.

**President's Awards.**

These eleven awards are given annually by the Office of the President solely on the basis of high academic achievement.

Highest GPA at end of first year

Second Highest GPA at end of first year

Highest GPA at end of second year

Second Highest GPA at end of second year

Highest GPA at end of third year

Second Highest GPA at end of third year

Highest GPA at end of fourth year

Second Highest GPA at end of fourth year

High Standing in mathematics (given to a student in third semester)

General Excellence (given to a student in the fifth semester)

General Excellence (given to a student in the seventh semester)

**Walmart Scholarship Award.**

A scholarship awarded to a pharmacy student who has financial need, a high scholastic standing, shows strong leadership qualities and has a desire to enter community pharmacy practice.

**\*The Wall Street Journal Student Achievement Award.**

An award given by *The Wall Street Journal* to a graduating student for insightful research, entrepreneurial spirit and academic excellence.

**GRADUATION RATES**

ACPHS's overall graduation rate is 70.6 percent. This figure is calculated according to federal and state guidelines and is based on the fall 2002 cohort of first-time, full-time students who have successfully completed the first four years of undergraduate work. The graduation rate for transfer students from the same cohort is 76.2 percent.

**Retention Rates**

The chart below represents ACPHS's first-year retention from Year One to Year Two for the last five academic years.

**First-Year Retention Rates: Students Progressing from Year One to Year Two**

\* % Academic Retention is based on an adjusted total enrollment that excludes students who withdrew passing.

Academic Total Withdrew Academic Total %Academic % Total

Year Enrolled Passing Dismissals Attrition Retention\* Retention\*\*

04-05 222 27 27 54 87.8 75.7

05-06 258 14 33 47 87.2 81.8

06-07 255 16 31 47 87.8 81.6

07-08 292 13 42 55 84.9 81.2

08-09 315 21 10 31 96.9 90.2

Avg. 268.4 18.2 28.6 46.8 88.9 82.1

\*\* % academic Retention is based on an adjusted total enrollment that excludes students who withdrew passing.

\*\* % Total Retention is based on the total attrition number divided by the total enrolled number.

Total Enrolled – based on enrollment as of October 15th.

**PROGRAMS OF STUDY****DEPARTMENT OF ARTS AND SCIENCES**

Provides courses in basic science and humanities to students completing pharmacy as well as pharmaceutical sciences and other related curricula.

*Chair:* David W. Clarke

*Professors:* Kenneth J. Blume and Dudley G. Moon

*Associate Professors:* Ray Chandrasekara, Fred Childs, David Clarke, J. Daniel d'Oney,

Martha A. Hass, Kevin M. Hickey, Susan Ludeman, and Elisabeth L. Vines

*Assistant Professors:* James Anderson, Patricia Baia, Margaret Carroll, Michael Cheng,

Ellen Dully, Yuri Kholodenko, Erika A. Muse, Michael Pittman

*Instructors:* Sean Ali, Sara Massari Almansberger, James

Doyle, Hua (Irene) Fan, Trent Gemmill, Elen Kennett, Janet Krahn,

Laura Rogers, and Sunanda Sukumar

*Part-time:* Paul Calarco, Anne Cioffi, Randall Collura, Lissa D'Aquanni,

Kay Escuyer, Blaise Farina, Linda Lettko, Mark Levendusky, Kelly

Linehan, Michael Malak, Sara Martin, Amy Masi, Stephanie Pitzer,

Caroline Weerstra, Kurt Wicks, and William Williams

**DEPARTMENT OF HEALTH SCIENCES**

Delivers related curricula to health science students who have chosen to go into the biomedical technology field. Students have the opportunity to participate in a wide variety of options unique to the study of biomedical technology and the career options open to these students is limitless.

*Chair and Professor:* Hassan El-Fawal

*Associate Professors:* Indra Balachandran, M. Elyse Wheeler

*Assistant Professors:* Victoria Peters, Lawrence Lansing

*Instructors:* Joe Walker

**DEPARTMENT OF PHARMACEUTICAL SCIENCES**

Provides courses in pharmaceutical sciences to students completing pharmacy, pharmaceutical sciences and other related curricula

*Chair:* William Millington

*Professors:* Stefan Balaz, Y.M. Bhatnagar, Mehdi Boroujerdi, James Gozzo, Arnold

Johnson, Robert Levin, William Millington, Shaker Mousa and Dorothy Pumo

*Associate Professors:* Carlos Feleder, Gail Goodman Sniitkoff, Michael Raley and Jeffrey

Voigt

*Assistant Professors:* Richard Dearborn, Luciana Lopes, Alexandre Steiner, Sertac Yilmaz

and HaiAn Zheng

*Instructors:* Mark Levendusky

**DEPARTMENT OF PHARMACY PRACTICE**

Provides courses in pharmacy practice and social and administrative sciences to students completing pharmacy curriculum as well as other relevant curricula

*Acting Chair:* Ron DeBelle

*Professors:* George R. Baile, Laurie Brieland, Rinaldo V. DeNuzzo, Robert A. Hamilton,

Michael P. Kane and Margaret Malone

*Associate Professors:* Michael R. Brodere, Jennifer Cerulli, Leon E. Cosler, John Denio,

Angela C. Dominelli, Gina Garrison, Darren Grabe, Thomas Lodise, Amit Pai, Amy Barto

Pai, Nicole Stack Lodise and Arnee F. Strang

*Assistant Professors:* Jeanine Abrons, Brian Cowles, Jessica Knowles, Teresa Lubowski,

Darius Mason, Patrick D. Meek, Sean Mirk, Christopher Miller, Shannon Miller, Katie

Palkotta, John M. Polimeni and Sarah Scarpace.

*Instructors:* Andy Flynn, Melynda Ludwick, Anne Myrka, Lee Anna Obos, Melinda Reed,

Tanya Vadala and Jerry Young

*Professional Staff:* Terrence Towers

Program	Degree	Hegis Code
Biomedical Technology/ Clinical Laboratory Sciences	B.S.	1223
Biomedical Technology/ Clinical Laboratory Sciences with Pre-Physician Assistant Studies	B.S.	1223
Biomedical Technology/ Cytotechnology	B.S.	1211
Pharmaceutical Sciences/Law (with Albany Law School)	B.S./J.D. Pharm.D.	1211/1401 1211
Pharmacy Pharmacy/Clinical Leadership in Health Management (with Union Graduate College)	Pharm.D./M.S.	1211/1202
Pharmacy/Health Systems Administration (with Union Graduate College)	Pharm.D./M.B.A.	1211 67
Pharmaceutical Sciences	B.S./M.S.	1211

**BACHELOR OF SCIENCE IN BIOMEDICAL TECHNOLOGY (BSBT)**

HEGIS Code - 1223.00

ACPHS's four-year B.S. in Biomedical Technology degree is focused on laboratory-based sciences, including two diagnostic laboratory professions. Students may pursue one of two concentrations in a final year of professional training in Cytotechnology or Clinical Laboratory Sciences. Alternatively, incoming freshmen students interested in research, graduate and/or medical school, have the option in their junior year of choosing a basic biomedical sciences concentration (Medical Toxicology, Molecular Technology, Health Biometrics). This is not a licensure-eligible tract. The Biomedical Technology program offers a liberal arts core that encourages personal intellectual growth and a sense of professionalism. It also provides a flexible biomedical core that allows for further academic pursuits. Students in the professional tracks, upon completion of the program, are eligible to take a national certification examination in their chosen discipline. The opportunities open to graduates are many. The program prepares students for entry into the clinical or anatomic laboratories of hospitals, reference laboratories or research institutions. In addition, students may pursue careers in laboratory diagnostic medicine, forensic science or the pharmaceutical industry. Graduates also are well prepared for entrance into graduate, medical, dental, veterinary and law school programs.

The Cytotechnology concentration focuses on examination of cells and cellular components in order to distinguish between normal and inflamed or precancerous and cancerous tissues. The core courses include introduction to diagnostic, immunologic and molecular diagnostic techniques, which are on the cutting edge of laboratory diagnosis. The fourth year of the program is spent immersed in the cytology of the organ systems, with the last three months spent in clinical rotations, six weeks in each of two environments (large hospital, small hospital or reference laboratory).

Professional courses in the Clinical Laboratory Sciences concentration begin in the junior year. In the fall and spring of the senior year, students spend three days a week in clinical laboratories around the Capital Region. Classes on campus on Mondays and Fridays offer not only laboratory management and molecular diagnostics, but also the opportunity to perform clinical correlations during which students integrate the information from all clinical laboratory testing to build a comprehensive picture of the patient's health.

Special tracks within the Bachelor's in Biomedical Technology program (as well as in other B.S. programs at the College) can provide students the basic science and humanities

courses required for admission to a Master's-level program in Physician Assistant Studies. Students are expected to be well versed in the basic sciences, including chemistry, biology and anatomy and physiology, as well as have broad exposure to psychology and sociology. Students may also pursue a variety of other graduate programs, including a Pre-Med track with Albany Medical College and a Pre-Law track through Albany Law School.

The Albany Medical College Center for Physician Assistant Studies (CPAS) will offer highly qualified ACPHS students the opportunity to apply to the Center concurrent with admission to ACPHS. If accepted, they are assured of admission to the program upon completion of the prerequisite courses at ACPHS, experience and their undergraduate degree (with a minimum grade point average [GPA] of 3.2). Accepted students will be able to focus on achieving a strong knowledge base in the sciences, completion of prerequisite courses and obtaining the required health-related experience. Students enrolled in the joint program will complete their program of study with ACPHS at the end of the fourth year fall semester and matriculate at AMC at the beginning of the spring semester.

The Health Sciences degree programs have clinical affiliations with the following hospitals: St. Peter's Hospital, Northeast Health, Ellis Hospital, Seton Health, Albany Medical Center Hospital, Sunrise Medical Associates, Stratton VA Hospital and the New York State Department of Health Wadsworth Center for Laboratories and Research. In addition, the College participates in academic affiliations with Sage College of Albany and The College of Saint Rose.

#### Bachelor of Science in Biomedical Technology Core Curriculum

##### ARTS AND SCIENCES (45 Credits)

BIO 101 (111) General Biology I (4)  
 BIO 102 (121) General Biology II (4)  
 CHE 101 (111) General Chemistry I (4)  
 CHE 102 (121) General Chemistry II (4)  
 CHE 201 (211) Organic Chemistry I (4)  
 CHE 202 (221) Organic Chemistry II (4)  
 MAT 115 Lab Data (3)  
 MAT 227 Statistics (3)  
 HUM 110, 120, 210 Humanities I, II, III (9)  
 PSY 201 General Psychology (3)  
 COM 115 Principles of Communication (3)

##### BIOMEDICAL SCIENCES (46 Credits)

BHS 200 Good Laboratory Practices (2)  
 BHS 210 Ethics in Medicine (3)  
 BHS 225 Functional Anatomy (4)  
 BHS 230 Sophomore Seminar (3)  
 BHS 250 (previously CLS320) Microbiology and Infectious Disease (4)  
 BHS 320 Immune System in Health & Disease (4)  
 BHS 300, 320, 330 Integrated Biomedical Sciences (15)  
 BHS 310 Applied Biochemistry and Cellular Techniques [Laboratory] (2)  
 BHS 422 Molecular Basis of Disease (3)  
 BHS 450 Senior Seminar (3)

##### Suggested Directed Electives (to include but not limited to)

BHS 350: Digital Imaging and Cell Analysis  
 BHS 370 Contemporary Issues in Infectious Disease (3)  
 BHS 400, 410 Applied Neuroscience (lecture and Lab)  
 BHS 430 Exercises in Clinical Medicine (3)  
 BHS 440 Autonomic and Autocoid Pharmacology (3)  
 BMT 201 Medical Terminology (3)

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#### Bachelor of Science in Biomedical Technology Clinical Laboratory Sciences Concentration (including joint AMC/ACPHS Physician Assistant Program)

##### Semester 1 (17 Credits)

BIO101 Gen Biology I (4)  
 CHE101 Gen Chemistry I (4)  
 HUM110 Humanities I (3)  
 COM101 Elective or Academic Reading and Writing (3)  
 MAT115 Lab Data (3)

##### Semester 2 (17 Credits)

BIO102 Gen Biology II (4)  
 CHE102 Gen Chemistry II (4)  
 HUM120 Humanities II(3)  
 MAT145 Elementary Statistics (3)  
 COM115 Principles of Communication (3)

##### Semester 3 (16 Credits)

CHE 201Organic Chemistry I (4)  
 BHS225 Functional Anatomy (4)  
 BHS200 Good Laboratory Practices (2)  
 HUM210 Humanities III (3)  
 Elective (3)

##### Semester 4 (16 Credits)

CHE 202 Organic Chemistry II (4)  
 BHS230 Sophomore Seminar (3)  
 PSY201 Psychology (3)  
 BHS210 Ethics in Medicine (3)  
 Elective (3)

##### Semester 5 (16 Credits)

BHS300 Integrated Biomedical Sciences I (5)  
 BHS310 Applied Biochemistry and Cellular Techniques (Laboratory) (2)  
 CLS341 Applied Clinical Chemistry (2)  
 BHS250 Microbiology and Infectious Disease (4)  
 BMT411 Laboratory Management & Education (3)

##### Semester 6 (18 Credits)

BHS320 Integrated Biomedical Sciences II (5)  
 BHS340 Immune System in Health and Disease (4)  
 CLS303 Hematology (3)  
 CLS334 Clinical Immunology & Immunohematology (2)  
 CLS325 Applied Clinical Microbiology (4)

##### Semester 7 (17 Credits)

BHS330 Integrated Biomedical Sciences III (5)  
 CLS401 Clinical Practicum I (9)  
 BHS422 Molecular Basis of Disease (3)

##### Semester 8 (16 Credits)

BHS403 Molecular Diagnostics (4)  
 CLS402 Clinical Practicum II (9)  
 BHS450 Senior Seminar in Health Science (3)

##### Spring At Albany Medical College

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Note:

1 All incoming first-year students participate in the Writing Assessment that is administered as part of the preregistration process. The assessment is designed to direct students to the courses for which they are best prepared in the first year of the curriculum.

#### Clinical Laboratory Sciences Program

##### Essential Functions

Applicants and matriculated students must demonstrate the ability to perform (or learn to perform) essential skills according to the technical standards listed below. These standards have been developed in accordance with Section 504 of the 1973 Vocational Rehabilitation Act, the Americans with Disabilities Act of 1990 and the Standards and Guidelines for an Accredited Educational Program for the Medical Technologist/Clinical Laboratory Scientist as adopted by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) Programs and Essential Requirements for Clinical Laboratory Science, (Fritsma GA, Fiorella BJ and Murphey M. Essential Requirements for Clinical Laboratory Science. CLS 1996. 9:40 43.)

Due to the nature of the tasks required of a working medical technologist clinical laboratory scientist, certain physical characteristics are required. Each student must have reasonable visual acuity, sufficient physical dexterity and fine motor skills and finger/hand dexterity in both hands that enable the student, in a timely and efficient manner, to do the following:

- **Learning skills**—Follow verbal and written instructions. Observe demonstrations and participate in laboratory procedures as required by the curriculum. Complete reading assignments and search/evaluate assigned literature in a timely fashion, complete any written assignments and records, and use a computer as needed for assignments and patient care. Solve problems and think critically. Apply knowledge, skills and values to new situations. Independently prepare papers and laboratory reports, and take paper, computer-assisted and laboratory practical examinations.

- **Communication skills**—Communicate effectively in written and spoken English; comprehend and respond to both formal and colloquial English; and appropriately interpret nonverbal communication signals. Various communications may be in person, over the telephone or in writing.

- **Visual acuity**—Read written materials, charts, graphs and instrument scales; and identify and distinguish objects macroscopically and microscopically.

- **Movement**—Move easily from one location to another, such as the clinical laboratory, patient areas, corridors and elevators. Travel to different clinical sites for practical training.

- **Small motor skills**—Safely handle specimens and laboratory reagents; manipulate instruments, including handling small objects; adjusting dials/knobs and manipulate other laboratory materials (e.g. pipettors) in order to complete tasks. Use an electronic keyboard to calculate record, evaluate and transmit laboratory information.

- **Personal physical requirements**—Demonstrate adequate stamina to tolerate physically taxing workloads and work situations such as sitting or standing at a microscope or other laboratory equipment for extended periods of time. Lift and move objects of at least 20 pounds. Discrimination texture and temperature of objects.

- **Safety awareness**—Work safely with potential chemical, radiologic and biologic hazards and follow prescribed guidelines for working with all potential hazards, including mechanical and electrical.

- **Professional skills**—Follow written and verbal directions; work independently and with others; prioritize requests and work concurrently on at least two different tasks; maintain alertness and concentration during a normal work period.

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- **Personal stability**—Demonstrate the psychological health required to respond to supervisors, coworkers and others in a collegial manner; recognize emergency situations and respond with appropriate actions. Maintain a high level of competence in a stressful and distracting environment.

- **Values**—Demonstrate respect for self and others and present a professional image and deportment, including qualities of confidence, personal integrity and appropriate appearance. Critically evaluate own performance, accept constructive criticism and plan self improvement activities.

These essential functions are provided to current and prospective students and to the public as part of the admissions process and in compliance with Standard 10 of the Standards of Accredited Educational Programs for the Clinical Laboratory Scientist/Medical Technologist of the National Accrediting Agency for Clinical Laboratory Sciences; <http://www.naacls.org/>

All students must perform these essential functions of the curriculum according to the standards described- with or without reasonable accommodations. Students in need of accommodations should initiate a request for specific accommodations through the office of the associate dean for students.

#### Bachelor of Science in Biomedical Technology Cytotechnology Concentration

##### FIRST YEAR

**Fall**  
 BIO 101 General Biology I 4  
 CHE 101 General Chemistry I 4  
 HUM 110 Humanities I 3  
 COM 101 Elective of Academic Reading and Writing I 3  
 MAT 115 Introduction to Lab Data 2  
 BSS 102 Seminar in Health Professions 1  
**Total Hours 17**

##### Spring

BIO 102 General Biology II 4  
 CHE 102 General Chemistry II 4  
 HUM 120 Humanities II 3  
 MAT 145 Elementary Statistics 3  
 COM 115 Principles of Communication I 3  
**Total Hours 17**

##### SECOND YEAR

**Fall**  
 CHE 245 Survey of Organic Chemistry 4  
 BIO 312 Microbiology 4  
 BIO 213 Anatomy and Physiology I 4  
 HUM 210 Humanities III 3  
**Total Hours 15**

##### Spring

CHE 255 Survey of Biochemistry 4  
 BIO 235 Advanced Cell Biology 3  
 BIO 215 Anatomy and Physiology II 4  
 Elective 3  
**Total Hours 14**

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**THIRD YEAR**

**Fall**  
 CLS 331 or BIO 322 Clinical Immunology or Immunology 3  
 BMT 201 Medical Terminology 3  
 BMT 301 Fundamentals of Clinical Laboratory Science 2  
 Directed Elective 3  
**Total Hours 14**

**Spring**

BIO 255 Genetics 3  
 LAS 225 Bioethics 3  
 Directed Elective 3  
 Elective 3  
 Elective 3  
**Total Hours 15**

**Note:**

1 All incoming first-year students participate in the Writing Assessment that is administered as part of the preregistration process. The assessment is designed to direct students to the courses for which they are best prepared in the first year of the curriculum.

**FOURTH YEAR**

**Fall**  
 CYT 430 Intro. to Cytopathology 1  
 CYT 431 Cytopathology of Female Genital Tract 4  
 CYT 432 Exfoliative Non-Gynecologic Cytopathology I 3  
 BMT 421 Fundamentals of Functional Histology 2  
 BMT 403 Molecular Diagnostics 3  
**Total Hours 13**

**Spring**

CYT 433 Exfoliative Non-Gynecologic Cytopathology II 3  
 CYT 434 Cytopreparatory Techniques I 1  
 CYT 436 Fine Needle Aspiration Cytology I 3  
 CYT 437 Fine Needle Aspiration Cytology II 4  
 CYT 438 Liquid Based Gynecologic Cytology 1  
 BMT 413 Introduction to Pathology 2  
 CYT 440 Journal Club & Indep. Project 1  
**Total Hours 15**

**Summer Session**

CYT 445 Clinical Practicum I 6  
 CYT 446 Clinical Practicum II 6  
 CYT 447 Cytopathology Review 1  
**Total Hours 13**

**PROGRAMS OF STUDY – DOCTOR OF PHARMACY**

HEGIS Code - 1211.00

ACPHS offers a traditional Doctor of Pharmacy (Pharm.D.) degree. This program integrates a liberal arts core with coursework in the pharmaceutical and clinical sciences. This program is designed for high school graduates or transfer students.

Year 1			
Fall	Credits	Spring	Credits
General Biology I	4	General Biology II	4
General Chemistry I	4	General Chemistry II	4
Humanities I	3	Humanities II	3
Principles of Communication <sup>1</sup>	3	Calculus <sup>2</sup>	4
Psychology	3	Elective <sup>3</sup>	3
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>18</b>
Year 2 <sup>1</sup> proposed; not yet approved/final			
Fall	Credits	Spring	Credits
Organic Chemistry I	4	Organic Chemistry II	4
College Physics I	4	College Physics II	4
Humanities III	3	Elective	3
Microbiology and Elective <sup>4</sup>	4	Statistics and Biology Selective <sup>5</sup>	3
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>17</b>

- Some students will take these courses in the opposite semesters.
- Elective sections will be designated for first year students and will have a consistent set of outcomes across all sections.
- Some students will take these courses in the opposite semesters.

Professional Year 1 (P <sub>1</sub> )			
Fall Semester	Credits	Spring Semester	Credits
Pharmaceutics I	3	Pharmaceutics II	3
Physiology/Pathophysiology I	4	Physiology/Pathophysiology II	4
Biochemistry	3	Molecular Biology	3
Immunology	3	Self Care/OTC	3
Foundations of Pharmacy	1	Pharmacy Skills Lab II	1
Pharmacy Skills Lab I	1	IPS Workshop II	1
IPS Workshop I	1	Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>18</b>
<b>IPPE Community Summer after P1 year – 4 credits</b>			

Professional Year 2 (P <sub>2</sub> )			
Fall Semester	Credits	Spring Semester	Credits
Principles of Pharmacology and Medicinal Chemistry	2	PTP&M – Endocrine	2
Pharmacokinetics	3	PTP&M – GI/Nutrition	2
PTP&M – Cardiovascular	4	PTP&M – Infectious Disease	4
PTP&M – Respiratory Disease	1	Administration, Management, Economics Module (US and Global Health Care Systems)	3
Di/Biostats	2	IPS Workshop IV	1
IPS Workshop III	1	Scientific Literature Evaluation (Students take once, fall or spring)	1
Elective	3	Elective	3
Pharmacy Skills Lab III	1	Pharmacy Skills Lab IV	1
<b>Total</b>	<b>17-18</b>	<b>Total</b>	<b>16-17</b>
<b>IPPE Institutional Summer after P2 year - 3 credits</b>			

Professional Year 3 (P <sub>3</sub> )			
Fall Semester	Credits	Spring Semester	Credits
PTP&M – Rheum/Connective Tissue	1	Immunizations	1
PTP&M – Nephrology/Toxicity	2	Integrative/Alternative Medicine	1
PTP&M – Genitourinary	2	Health Care and Human Values	3
PTP&M – Neurology/Psychology	4	Elective	3
AME (Pharmacoeconomics and Hlth Pol.)	3	AME Module (Pharm. Admin.)	3
PTP&M Oncology	1	Jurisprudence	3
Pharmacy Skills Lab V	1	Pharmacy Skills Lab VI	1
IPS Workshop V	1	Complex Patient Case Series (IPS workshop VI, Med. Ther. Mngmnt. and Seminar II)	3
Elective	3		
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>18</b>
<b>IPPE Patient Assessment or Public Health - 1 credit to be completed prior to starting APPEs</b>			

Professional Year 4 (P <sub>4</sub> )			
<b>Advanced Pharmacy Practice Experiences - 36 credits</b>			

**Abbreviations:**

PTP&M = Pathophysiology, Therapeutics, Pharmacology and Medicinal Chemistry  
 IPS Workshop = Integrated Problem Solving Workshop  
 APPE = Advanced Pharmacy Practice Experience  
 IPPE = Introductory Pharmacy Practice Experience

**Elective Course Concentration(s) in Administration, Management and Economics**

A student currently enrolled in the Pharm.D. program is entitled to apply for the designation of a "concentration" based on their choices of electives. Students who complete the requirements will receive a special designation appearing on their official college transcripts (e.g. Administration, Management and Economics concentration in Pharmaceutical Industry). Currently, students would be able to choose from one of the four available course concentrations: Community/Retail Pharmacy, Institutional Pharmacy, Health-Systems and Pharmaceutical Industry. More complete details and an application form for the concentration are available through the associate dean for students.

Students may obtain a concentration by completion of a minimum of four (4) electives from the approved listing of electives offered for each concentration. Students who wish to participate in the concentrations program will be given preferential consideration for registration in the designated elective course(s). Thus, students should declare their intention to obtain a concentration prior to beginning their first concentration elective. Students are strongly encouraged to pick four elective courses that provide a sufficient distinction in their content to demonstrate that the focus of their concentration has been met. As new courses are developed, they will be added to the appropriate concentration list by approval of the faculty, through the Curriculum Committee.

The transfer of credit for one elective, such as courses offered at Union Graduate College (UGC) or the SUNY School of Public Health (SPH), will be allowed. The associate dean for students, in conjunction with faculty in administration, management and economics, will review requests for transfer of credit. Consideration of an outside course for a concentration does not affect the course requirements for any other degree programs (e.g. master's degrees at UGC or SPH).

Students initiate this process by completing an Elective Concentration Request Form. The student should complete the form and have it signed by their faculty advisor. The completed form should be sent to the associate dean for students.

**PROGRAMS OF STUDY – BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES (BSPS)**

HEGIS Code - 1211.00

The Albany College of Pharmacy and Health Sciences' four-year bachelor degree in Pharmaceutical Sciences provides a strong foundation in the pharmaceutical sciences. Graduates from this program will be well-prepared for entrance into basic science graduate programs, business, law, medical, dental, veterinary programs of study as well as related health care programs and entry-level positions in pharmaceutical, chemical and biotechnology industries.

**BS in Pharmaceutical Sciences Required Courses**

**Biological Sciences: 27 required credits**  
 General Biology I and II (4,4)  
 Biochemistry (3)  
 Molecular Biology (3)  
 Physiology/Pathophysiology I and II (4,4)  
 Pharmaceutical Analytical Techniques II (3)  
 Foundations of Pharmaceutical Science (2) OR Introduction to Pharmacology (2)

**Physical Sciences and Mathematics: 42 required credits**

General Chemistry I and II (4,4)  
Organic Chemistry I and II (4,4)  
College Physics I and II (4,4)  
Introduction to Laboratory Data (2)  
Calculus I (4)  
Elementary Statistics (3)  
Pharmaceutical Analytical Techniques I (3)  
Pharmaceutics I and II (3,3)

**Clinical Sciences/Healthcare: 1 required credit**

Seminar in Health Professions (1)

**Communications: 7 -10 required credits**

Academic Reading and Writing I (3)  
Principles of Communication (3)  
Scientific Communications (3)  
Research Seminar (1)

**Humanities, Culture and Health: 9 credits**

Humanities I, II and III (3,3,3)  
Research/Experiential Requirement: 6 credits  
Independent Research I and II (3,3)

**OR**

Coop/Externship Experience (up to 12)

**Electives: 33 credits**

15 credits of General Education Electives  
21 credits of Directed Electives

A minimum of 9 of the 15 required general education elective credits must be in the humanities or social sciences. An additional 21 (typically 7 three-credit courses) directed elective credits are selected with the help of the academic advisor that further the student's career goals.

All incoming students participate in the Writing Assessment that is administered as part of the pre-registration process. The assessment is designed to direct students to the courses for which they are best prepared in the first year of the curriculum.

Information regarding joint programs between the BS in Pharmaceutical Sciences Program and other institutions can be found in the Articulation Agreements and Joint Degree Programs section.

1 Anatomy and Physiology I and II (4,4) and 2 courses in the Topics in Pathophysiology series (3,3) can be taken in the place of Physiology/Pathophysiology I and II (4,4).

**Sample BS in Pharmaceutical Sciences Curriculum**

(An example of a typical BSPS curriculum layout)

Year 1			
Fall Semester	Credits	Spring Semester	Credits
General Biology I	4	General Biology II	4
General Chemistry I	4	General Chemistry II	4
Introduction to Laboratory Data	2	Elementary Statistics	3
Humanities I	3	Humanities II	3
Seminar in Health Professions	1	Principles of Communication	3
Elective	3		
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>17</b>
Year 2			
Fall Semester	Credits	Spring Semester	Credits
Organic Chemistry I	4	Organic Chemistry II	4
College Physics I	4	College Physics II	4
Humanities III	3	Directed Elective	3
Calculus I	4	Directed Elective	3
Directed Elective	3	Elective	3
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>17</b>
Year 3			
Fall Semester	Credits	Spring Semester	Credits
Biochemistry	3	Molecular Biology	3
Physiology/Pathophysiology I	4	Physiology/Pathophysiology II	4
Pharmaceutics I	3	Pharmaceutics II	3
Pharmaceutical Analytical Tech. I	3	Pharmaceutical Analytical Tech. II	3
Elective	3	Directed Elective	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>
Year 4			
Fall Semester	Credits	Spring Semester	Credits
Foundations of Pharm. Science	2	Directed Elective	3
Scientific Communication	3	Directed Elective	3
Independent Research I	3	Research Seminar	1
Directed Elective	3	Independent Research II	3
Elective	3	Elective	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>13</b>

**PROGRAMS OF STUDY – BACHELOR OF SCIENCE IN HEALTH AND HUMAN SCIENCES**

The Health and Human Science Program combines training in the natural sciences with exposure to perspectives from the humanities, social sciences and health fields. The nature of the program is interdisciplinary and draws upon faculty from throughout the College.

Students will complete 127 course credits for graduation. The courses include 85 credits of required coursework in natural science, math, communications, health, humanities, and social sciences. The 42 credits of elective coursework are divided into 30 credits of area specific electives and 15 credits of free electives. Approximately 35% of the total credits will come from the natural sciences, 21% from the Humanities and Social Sciences, and another 17% from health. The remaining credits are in communication (7%), math (7%) and free electives (12%).

The program prepares students to enter the workforce in a health related field and provides them with a solid foundation to pursue advanced studies in graduate or professional school. The curriculum aims to fulfill this goal by ensuring that students:

- can demonstrate an understanding of the basic biological and physical principles relevant to health and illness
- can identify cultural, social, psychological and economic dimensions of health and illness
- can examine human health issues through a multi-disciplinary perspective
- are able to critically and statistically analyze the primary literature of a variety of fields and develop comprehensive responses to interdisciplinary problems
- are able to communicate effectively with a variety of audiences written and orally
- can demonstrate an understanding of ethical and human rights principles related to health issues
- have a solid understanding of contemporary and global health issues
- can apply content knowledge and experiences to design and implement health promotion and disease prevention strategies

Students may also pursue pre-med and pre-physician-assistant tracks (in conjunction with Albany Medical College) or a one-law track (in conjunction with Albany Law School).

**Health and Human Sciences Curriculum**

<b>Natural Science – 45 cr.</b>			
General Chemistry I and II (8) Organic Chemistry I and II (8) Physics for Life Sciences (4) <sup>1</sup> General Biology I and II (8) Anatomy and Physiology I and II (8) <sup>2</sup> Biochemistry (3)	39 cr.	6 credit hours chosen from: Microbiology (4) Immunology (3) Molecular Biology (3) Genetics (3) Survey of Pharmacology (3)	6 cr.
<b>Humanities and Social Science – 27 cr.</b>			
Humanities I, II and III (9) Psychology (3) Sociology (3)	15 cr.	12 credit hours of Liberal Arts (as defined in the College catalog) including at least two courses that have a cultural component.	12 cr.
<b>Health – 22 cr.</b>			
BS Student Seminar (1) Health and Human Science Seminar (2 x 3) Introduction to Public Health (3) Epidemiology (3)	13 cr.	6 credit hours chosen from: Social Aspects of Health Care (3) Topics in Epidemiology (3) Public Policy (3) Health Advocacy (3) Medical Anthropology (3) Bioethics (3) Society and Human Health (3) Eugenics (3) Nutrition (3) Economics of Healthcare (3) Global Health (3) Legal Aspects of Health Care (3) 3 credit hours of health electives	9 cr.
<b>Math – 9 cr.</b>			
Math Concepts (3) Calculus (3) <sup>3</sup> Statistics (3)	9 cr.		0 cr.
<b>Communication – 9 cr.</b>			
Principles of Communication (3) Public Speaking (3)	6 cr.	3 credit hours chosen from: Prof. and Tech. Communication (3) Interpersonal Communication (3) Scientific Communication (3)	3 cr.
<b>Free Electives – 15 cr.</b>			
<b>TOTAL CREDIT HOURS – 127</b>			
College Physics I and II may be substituted for Physics for Life Sciences with 5 cr. counting toward elective hours.			

<sup>1</sup>Physiology/Patho. I and II may be substituted for Anatomy and Physiology with 3 cr. counting toward elective hours.

<sup>3</sup>Calculus I and II may be substituted for Calculus with 5 cr. counting toward elective hours.



**PROGRAMS OF STUDY – MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES (MSPS)**

**1. Required Courses**

The curriculum for the MS in Pharmaceutical Sciences consists of a core group of required courses to be taken during the first academic year: Foundations of Pharmaceutical Sciences, Experimental Design and Data Analysis, Ethics in Research and Research Rotation. Students will select one of two focus areas: Pharmacology or Pharmaceutics with both thesis and non-thesis options available. Students who elect Pharmacology are required to take Pharmacology I, II and III, Pharmacology Seminar and one Pharmacology elective. Students who study Pharmaceutics are required to take Advanced Pharmaceutics I and II, Pharmaceutics Seminar and two pharmaceutics electives.

Course	Credits
Foundations of Pharmaceutical Science	2
Experimental Design and Data Analysis	2
Pharmaceutical Sciences Journal Club (2 semesters)	2
Ethics in Research	1
Required Pharmaceutics or Pharmacology Courses	6
Pharmacology or Pharmaceutics Seminar	2
Electives or Independent Study	6
Research Rotation	2
Thesis Research	8
<b>Total</b>	<b>33</b>

**2. Sample Curricula**

**2.1. Sample Curriculum: Pharmacology**

Year 1			
Fall Semester	Credits	Spring Semester	Credits
Foundations of Pharmaceutical Science	2	Pharmacology I	3
Pharmacology I	2	Pharmacology III	3
Experiment. Design & Data Analysis	2	Research Ethics	1
Pharmaceutical Sci. Journal Club	1	Pharmaceutical Sci. Journal Club	1
Research Rotation	2	Thesis Research	2
<b>Total</b>	<b>9</b>	<b>Total</b>	<b>10</b>
Year 2			
Fall Semester	Credits	Spring Semester	Credits
Neuropharmacology	2	Pharmacology Seminar	2
Cardiovascular Pharmacology	2	Pharmaceutical Sci. Journal Club	1
Pharmaceutical Sci. Journal Club	1	Thesis Research	4
Thesis Research	2		
<b>Total</b>	<b>7</b>	<b>Total</b>	<b>7</b>

**2.2 Sample Curriculum: Pharmaceutics**

Year 1			
Fall Semester	Credits	Spring Semester	Credits
Foundations of Pharmaceutical Sci.	2	Advanced Pharmaceutics II	3
Advanced Pharmaceutics I	3	Pharmaceutical Biotechnology	2
Experiment. Design & Data Analysis	2	Research Ethics	1
Pharmaceutical Sci. Journal Club	1	Pharmaceutical Sci. Journal Club	1
Research Rotation	2	Thesis Research	2
<b>Total</b>	<b>10</b>	<b>Total</b>	<b>9</b>

Year 2			
Fall Semester	Credits	Spring Semester	Credits
Advanced Pharmacokinetics	3	Pharmaceutics Seminar	2
Drug Development	2	Pharmaceutical Sci. Journal Club	1
Thesis Research	2	Thesis Research	4
<b>Total</b>	<b>7</b>	<b>Total</b>	<b>7</b>

**CYTOLOGY CERTIFICATE PROGRAM**

The primary objective of the Cytotechnology Certificate program at ACPHS is to provide students with the skills and expertise necessary to succeed in the field of cytotechnology, which requires successful completion of the American Society for Clinical Pathology certification process.

With extensive training in the preparation and screening of specimens, graduates go on to serve as vital members of pathology teams across the country. The program is accredited by the Commission of Accreditation of Allied Health Programs (CAAHEP) with oversight provided by the American Society of Cytotechnology's Cytotechnology Program Review Committee.

For more detail, refer to the Course Descriptions section.

Technical Standards: Applicants and matriculated students must demonstrate the ability to perform (or learn to perform) essential skills according to the technical standards listed below. This will help ensure that students with impaired intellectual, physical or emotional functions do not place patients in jeopardy. In addition to scholastic accomplishments, we will judge the physical and emotional capacities of our students to meet the full requirements of program curricula and professional practice. These standards were established in accordance with Section 504 of the 1973 Vocational Rehabilitation Act, the Americans with Disabilities Act of 1990 and the Standards and Guidelines for an Accredited Educational Program for the Cytotechnologist as adopted by the Commission on Accreditation of Allied Health Education Programs. All students must perform these essential functions of the curriculum according to the standards described herein for the program in which the student is enrolled – with or without reasonable accommodations. Students should initiate a request for accommodations by writing to the associate dean for students.

Due to the nature of the tasks required of a working cytotechnologist, certain gross motor

and fine motor skills are required, as well as a level of visual acuity. Each student must have sufficient physical dexterity and fine motor skills and finger/hand dexterity in both hands that enable the student, in a timely and efficient manner, to do the following:

1. Observe demonstrations and participate in laboratory procedures as required by the curriculum.
2. Demonstrate adequate stamina to tolerate physically taxing workloads and work situations such as sitting at a microscope or other laboratory equipment for extended periods of time.
3. Communicate understandably and effectively in English in oral and written form sufficient to participate in discussion and accurately understand and communicate ideas with instructors, fellow students, colleagues and patients in a timely fashion.
4. Understand/complete reading assignments and search/evaluate assigned literature in a timely fashion, complete any written assignments and records, and use a computer as needed for assignments and patient care.

Students may be academically dismissed from the Cytotechnology program when one or more of the following exist:

- Failure to obtain a grade of B or better on comprehensive unit examinations
- Grade less than B overall in CYT 431 or CYT 432
- Grade less than B on the glass slide portion of the program, which includes exams and classroom slide screening, for any one course
- Probationary students who have not improved their performance consistently to the acceptable standard after six consecutive weeks of instruction
- Failure to pass two clinical practicum with a grade of B overall and microscopic grade of 85 percent for the first and 90 percent for subsequent practicum will be grounds for dismissal

Academic dismissal usually is not invoked until academic probation has been imposed. However, academic dismissal may be recommended before probation when a student's academic record is significantly below average performance.

Students who are academically dismissed from the College are not permitted to enroll in or attend courses at the College, or to earn credit toward degrees offered at ACPHS. Academic dismissal is binding for a period of at least one semester, after which dismissed students may apply for readmission.

**COURSE DESCRIPTIONS**

**BIO 101/111. General Biology I.** This initial course in biological sciences focuses on the molecular and cellular aspects of life. Major topics covered include biological molecules, cellular structure, cellular metabolism, Mendelian genetics, molecular genetics and classification of organisms, viruses, bacteria, protists, fungi, nonvascular and vascular plants. Laboratory exercises concentrate on cell structure, tissue structure, molecular genetics and biotechnology. Pharm.D. students register for BIO 111, BS students register for BIO 101. Course prerequisites requiring BIO 111 are also satisfied by BIO 101.

**(4)**  
Lecture and Laboratory

**BIO 102/121. General Biology II.** This second course in the biological sciences focuses on the diversity of animal life and the complex interactions that occur between organisms and their environment. Major topics covered include population genetics, evolutionary theory, human evolution, a phylogenetic survey of animals, comparative anatomy of vertebrates, comparative physiology of the major vertebrate organ systems, cellular mechanisms of development, embryology, population and community ecology, and future challenges to the biosphere. Laboratory exercises concentrate on comparative anatomy and physiology with a strong emphasis on human biology. Pharm.D. students register for BIO 121, BS students register for BIO 102. Course prerequisites requiring BIO 121 are also satisfied by BIO 102 **(4)**

**Prerequisite:** BIO 111 or permission of instructor  
Lecture and Laboratory

**BIO 161. Community Health.** This introductory course will provide the student with the knowledge and skills for healthy decision making in the areas of personal and community wellness and safety. Students will discuss critical and contemporary health issues including psychological health, nutrition, fitness and weight management, chemical abuse, human sexuality, parenting, aging, death and dying, the environment and the health care system. **(3)**

**BIO 213/214. Anatomy and Physiology I and II.** This lecture and laboratory course will provide an introduction to the function, regulation and integration of organs and organ systems involved in human physiology. The first semester of this sequence will focus on the cell, skeleton, structure and function of muscle and the anatomy and physiology of the nervous system. **(4)**

**Prerequisites:** BIO 111 and 121

Lecture and Laboratory

**BIO 225. Genetics.** An exploration of molecular genetics in the era of whole genome sequencing. Major topics covered include whole genome sequencing and phylogenetic comparison, molecular database mining, recombinant DNA and genetic engineering, genomics, classic Mendelian genetics, gene structure and regulation, genetic recombination, mutations and repair processes, the genetics of cancer, developmental genetics and population genetics. Over the course of the semester, students will complete a project culminating in a short paper that challenges them to identify a gene based on a DNA sequence fragment and the role this gene plays in human disease processes. This is a lecture-based course that meets for three hours each week. **(3)**

**Prerequisite:** BIO 121

**BIO 235. Advanced Cell Biology.** This course expands upon the concepts introduced in General Biology and begins exploration of select topics in modern cell biology. Topics covered have included cellular ultrastructure, cytoskeletal structure and function, cellular mechanisms of development, programmed cell death, nuclear and chromatin structure, mechanisms involved in mitosis and meiosis and modern genomics. The course utilizes hands-on activities such as computer image acquisition and analysis to develop an in-depth understanding of cell biology and its role in biomedical science. **(3)**

**Prerequisites:** BIO 111 and 121

**BIO 312. Microbiology.** The study of the structure, metabolism and replication of medically important bacteria, fungi, parasites and viruses, antimicrobial therapies, host-pathogen interaction and genetic engineering and biotechnology. **(4)**

**Prerequisites:** BIO 111 and 121

Lecture and Laboratory

**BIO 313/314. Physiology/Pathophysiology I and II.** This course focuses on the study of the

normal regulation of homeostasis (physiology) and uses an organ systems approach to the human body. The course includes exploration of the cardiovascular, respiratory, renal, endocrine, neurological, muscular and digestive systems. In association with presentation of the normal physiology and associated anatomy of the above systems, the pathological effects of various disease states and the disruption of homeostasis associated with each is discussed. (10)

**Prerequisites:** BIO 111 and 121, PHY 245 OR PHY 212 and PHY222, and CHE 113 or concurrent enrollment in CHE 113. BIO 313 is a prerequisite for BIO 314

*Lecture only*

**BIO 322. Introduction to Immunology.**

This course examines the immune system and examines the organs, cells and proteins involved in both stimulating immune responses and in effecting those responses. The host defense mechanisms, hypersensitivities, autoimmune and immunodeficiency states are examined for both basic biology and clinical applications. The role of immunomodulators, including vaccinations and drug therapies, is studied. (3)

**Prerequisites:** BIO 111 and 121, BIO 312 is highly recommended.

*Lecture only*

**BIO 325. Molecular Biology.** The study of the biochemistry of nucleic acids, gene and protein regulation, and their application to pharmaceutical biotechnology. (3)

**Prerequisite:** CHE 113

**BIO 326. Alternative and Complementary Medicine.** This course will examine complementary and integrative medicine practiced in the United States. The course will examine the underlying cultural assumptions and world views of allopathic and complementary medical systems, introducing the students to both mechanistic and holistic belief frameworks. Systems such as homeopathy, chiropractic, osteopathy and Western herbalism will be discussed, as well as techniques or approaches including touch therapies, aromatherapy and light therapy. Systems that stress integration of mechanistic with personalistic beliefs also will be discussed. These systems include naturopathic, traditional Chinese medicine and ayurveda. The role of the mind in wellness and the concept of mind/body medicine will be integrated throughout the course. In presentations, students will be required to investigate systems or techniques within the integrative medical spectrum which interest them. (3)

**BIO 327. Plant Biochemistry and Phytomedicinals.** This course is an introduction to the study of biologically important molecules derived from plant metabolism. The course emphasizes the interrelationships between molecular structure and function, and the classification of the major classes of secondary plant metabolites that have proven to be useful as phytomedicinals.

An important theme is the integration of knowledge from organic chemistry, biochemistry, pathophysiology and pharmacology to analyze the utility of putative phytomedicinals or herbal medicines. Topics include a review of botany; photosynthesis; primary plant metabolism; carbohydrate structure and function; coenzymes and vitamins; the acetate metabolite pathway and the polyketides; the shikimate pathway (phenylpropanoids, polyphenolics, lignins, tannins, coumarins, flavanoids and anthocyanins); the mevalonate pathway (isoprenoids, terpenes, steroids, carotenoids); and the alkaloids. (3)

**Prerequisites:** CHE 113, BIO 325, BIO 313/314

**BIO 333. Advanced Immunology.** This course will explore in depth concepts introduced in Introduction to Immunology that did not receive extensive discussion in the basic course. Topics of specific interest to the students enrolled will be covered and may include: the molecular biology of generation of diversity of antibodies, immunogenetics of disease states and transplantation, modification of immune responses including tolerance induction and immunosuppressive drugs and psychoneuroimmunology with a discussion of the endocrine-neuropeptide/immune axis. (3)

**Prerequisite:** BIO 322 or permission of the instructor

**BIO 335. Topics in Pathophysiology.** This course expands upon the concepts introduced in BIO 313/314. The course involves in-depth exploration of one or more of the core areas in pathophysiology. Topics covered may include cardiovascular pathophysiology, pulmonary pathophysiology, renal pathophysiology, hematology, cancer and inflammatory diseases. There is a strong emphasis on integration of knowledge developed in other courses in the curriculum

such as medicinal chemistry, pharmacology and pharmacotherapy. (3)

**Prerequisites:** BIO 313/314

**BIO 336. Science in Literature.** This course will use stories to examine how our culture looks at science. Emphasis will be placed on the biological and pharmaceutical sciences. Questions posed to the class will include how much of the science described in the stories is accurate or possible. Is accuracy important for the story or for the public good? What can these stories tell us about how science and scientists are regarded by the public or the author? What is ethical science? What is the response of a community to infectious disease, and how does this relate to the world or cultural outlook of the community? With the prospect of biotechnology producing "replaceable parts," what makes us human? (3)

**BMT 201. Medical Terminology.** This course will provide a systems approach to learning medical terminology. The course is self-paced and offered online. It will present medical terminology through a unique combination of anatomy and physiology, word-building principles, and phonetic "sounds like" pronunciations. It's perfect for students who want to learn medical terminology in the context of anatomy and physiology. (3)

**Prerequisites:** BIO 101 or BIO 111/ BIO 102 or BIO 121

**BMT 301. Fundamentals of Clinical Lab Sciences.** This course will cover the fundamental technical components of the clinical laboratory including techniques for obtaining an appropriate blood specimen, safety practices, quality control and quality assurance, principles of analytic instrumentation, care and use of laboratory equipment including the microscope and laboratory mathematics. (2)

**Prerequisites:** BIO 121, CHE 121

**BMT 325. Introduction to Clinical Research.** This lecture course will be a discussion and practical application of the elements of research, including problem statements, experimental design, statistical analysis of data and scientific writing. Emphasis will be placed on the application of these principles and techniques in clinical laboratory-related investigation. (2)

**Prerequisite:** MAT 145 or 227

**BMT 401. Molecular Techniques.** This course is designed to introduce students to molecular-based methods and provide hands-on training in basic recombinant DNA techniques. An emphasis will be placed on methods and theories that students may encounter in a clinical molecular diagnostics laboratory. The course also will introduce students to new technologies being developed in the area of molecular diagnostics and to molecular-based methods applicable to various disciplines of the clinical laboratory, which include infectious diseases, genetics, oncology, paternity and forensics. (3)

**Prerequisites:** BIO 235 and BIO 325

*Lecture and Laboratory*

**BMT 402. Molecular Basis of Diseases.** Study examining how changes in normal expressions, structure and action of gene products caused by mutations, epigenetic phenomena and environmental agents lead to alterations in normal cellular processes with resultant physiological consequences. Diseases that result from hormone insensitivity syndromes, congenital errors in metabolism, gene fusions resulting in hybrid proteins, gene amplifications, gene activation, disruption of signaling pathways, disruption of metabolic pathways and molecular actions of infectious agents and environmental toxins will be discussed. Biochemical, molecular and genetic tests utilized in diagnosis also will be covered. (2)

**BMT 403. Molecular Diagnostics.** This course will examine the normal gene expression, structure and action of gene products and the mutations, epigenetic phenomena and environmental agents that lead to disease processes, especially cancer and infectious disease. Emphasis will be placed on the molecular techniques which are used to detect and identify genetic alterations. (3)

**Prerequisites:** BIO 235 or BIO 325

**BMT 411. Laboratory Management and Education.** This course provides an overview of topics related to laboratory administration including the health care delivery system in the U.S., reimbursement methodologies for laboratory testing, accreditation and inspection processes, total quality management, principles of adult education and laboratory information systems management. Topics related to organizational theory will be reviewed, including supervision, motivation, teamwork development and diversity in the workplace. (3)

**BMT 413. Introduction to Pathology.** This course involves the study of basic disease processes of the body and specific diseases affecting all the major body systems utilizing a clinico-pathologic orientation integrating clinical and anatomic pathology, molecular pathology and relevant laboratory tests for each disease entity. (2)

**BMT 421. Fundamentals of Functional Histology.** Study of the normal microscopic histology and function of epithelium, connective tissue, cartilage and bone, muscle, nerve, tissues from the vascular system, respiratory system, female reproductive system, skin, lymphatic system, gastrointestinal system, urinary system, male reproductive system and endocrine system. (2)

*Lecture and Laboratory*

**BSS 102. Seminar in Health Professions.** This seminar series is intended to provide an overview of health professions. Speakers from a variety of health care professions, including pharmaceutical marketing, clinical laboratory sciences, medical research, cytotechnology, physician assistant and public health, will address professional activities, employment outlook and training required for each profession. (1)

**CHE 101/111. General Chemistry I.** The study of stoichiometry, atomic and molecular structure, bonding, gas laws, solutions and thermochemistry with emphasis on problem solving. Pharm.D. students register for CHE 111, BS students register for CHE 101. Course prerequisites requiring CHE 111 are also satisfied by CHE 101. (4)

*Lecture and Laboratory*

**CHE 102/121. General Chemistry II.** The study of reaction equilibria and kinetics, acid-base theory, electrochemistry, thermodynamics, solubility, oxidation and reduction and nuclear chemistry, with an emphasis on problem solving. Pharm.D. students register for CHE 121, BS students register for CHE 102. Course prerequisites requiring CHE 121 are also satisfied by CHE 102. (4)

**Prerequisite:** CHE 111

*Lecture and Laboratory*

**CHE 113. Biochemistry.** The study of the structure, reactivity and function of biologically important inorganic and organic molecules. (3)

**Prerequisites:** CHE 211 and 221

**CHE 201/211. Organic Chemistry I.** This course involves the study of nomenclature, structure and stereochemical designation of the major classes of organic compounds, with emphasis on the use of resonance theory to predict stability, reactivity and acid/base behavior. Thermodynamics and kinetics associated with organic reactions are highlighted. Pharm.D. students register for CHE 211, BS students register for CHE 201. Course prerequisites requiring CHE 211 are also satisfied by CHE 201. (4)

**Prerequisites:** CHE 111 and 121

*Lecture and Laboratory*

**CHE 202/221. Organic Chemistry II.** This course focuses on the synthesis and reactivity of the major classes of organic compounds with emphasis on mechanistic rationalization and stereochemistry. The application of organic chemistry to the understanding of drug stability, drug reactivity and drug interactions is highlighted. Pharm.D. students register for CHE 221, BS students register for CHE 202. Course prerequisites requiring CHE 221 are also satisfied by CHE 202. (4)

**Prerequisite:** CHE 211

*Lecture and Laboratory*

**CHE 245. Survey of Organic Chemistry.** This course covers general statistical methods used in the collection, presentation, analysis and interpretation of statistical data. It includes measures of tendency, dispersion, probability theory, probability distributions, central limit theorems, hypothesis testing on proportions and means, ANOVA, regression analysis and correlation. This course will require statistical applications using Excel and T1 statistical functions. Applications in biology, chemistry, health care and pharmaceutical science will be explored. (4)

**Prerequisite:** CHE 121

*Lecture and Laboratory*

**CHE 255. Survey of Biochemistry.** This course gives students a fundamental understanding of human biochemistry, with special emphasis on disease-related pathways and the biochemistry relevant to medical diagnostic procedures. It focuses on the major biochemical pathways, as

well as their interrelation to one another. The laboratory portion reinforces selected course topics and teach the basic techniques of biochemical analysis. (4)

**Prerequisite:** CHE 245 or CHE 211 and 221

*Lecture and Laboratory*

**CHE 318. Biorganic Chemistry.** This course provides instruction on introductory topics at the interface between chemistry and biology. The content will focus more specifically on the organic chemistry performed by enzymes in living systems. Enzyme chemistry will be related to how this knowledge has led, and continues to lead, to the discovery of important medicines. (3)

**Prerequisites:** CHE 211, 113 and BIO 325 (Concurrent enrollment in BIO 325 may be acceptable with prior approval)

**CHE 323. Environmental Chemistry and Toxicology.** This course examines several environmental topics including air and water pollution, sewage disposal, energy resources and radiation, food additives, flavor enhancers and sweeteners, insecticides, plastics and polymers in the environment and the chemistry of home care products. It also considers factors which bring about pollution of water and air and methods of controlling these pollutants. Principles of toxicology and carcinogenesis are considered, as well as the biotransformation of the pollutants aforementioned and other sources and their effect on body tissue. (3)

**Prerequisites:** CHE 111 and 121, CHE 211 and 221

**CHE 326. Introduction of Chemical Analysis.** Techniques associated with the analysis of drugs include those necessary to isolate, characterize and quantify both primary components and impurities. This course will provide an introduction to basic analytical concepts (literature, basic statistical considerations, standards, calibration curves, etc.), wet chemical techniques (extraction, titrations, TLC) and instrumental methods (GC, HPLC, NMR, IR, MS, potentiometric). Laboratory experiments are designed to reinforce the theoretical concepts discussed in lecture and provide an introduction to professional laboratory habits. (3)

**Prerequisite:** CHE 211

**CHE 415 Principles of Medicinal Chemistry:** This course explores the fundamental principles that define the relationship between the chemical structure and biological action of drug molecules. A major focus of the course is the application of these chemical principles to pharmacokinetics, with special emphasis on drug metabolism, and the molecular mechanisms of drug activity, drug resistance and drug synergism. Strategies for drug development, drug and prodrug design, and pharmacologic evaluation utilizing the concepts of qualitative and quantitative structure-activity relationships, biological screening assays, combinatorial chemistry, and computer-aided modeling are discussed. (3)

**CLK 800. Introductory Pharmacy Practice Experience (IPPE) – Community Pharmacy.** This experientially-based, 4 credit, required course will expose students to the basic day-to-day operations of a community pharmacy. Specific assignments have been designed to provide students with the opportunity to apply the knowledge and skills gained through classroom and laboratory instruction into an actual practice setting. Other activities involve students gaining new knowledge and skills essential to community pharmacy practice. Students will participate in and demonstrate an understanding of the "flow" of processing and dispensing a prescription medication order, evaluate medication orders for accuracy and completeness and describe the medication distribution system employed by the pharmacy. This course will prepare the student for their advanced pharmacy practice experiences in the sixth year and is a prerequisite for CLK811+. (4)

**Prerequisites:** PHM211/221, PHM323 and New York State intern permit or equivalent for the State or nation completing rotation in.

**CLK 801. Introductory Pharmacy Practice Experience (IPPE) – Community Pharmacy.** This experientially based, 5 credit, required course will expose students to the basic day-to-day operations of a community pharmacy. Specific assignments have been designed to provide students with the opportunity to apply the knowledge and skills gained through classroom and laboratory instruction into an actual practice setting. Other activities involve students gaining new knowledge and skills essential to community pharmacy practice. Students will participate in and demonstrate an understanding of the "flow" of processing and dispensing a prescription medication order, evaluate medication orders for accuracy and completeness and describe the medication distribution system employed by the pharmacy. This course will prepare the student for their advanced pharmacy practice experiences in the sixth year and is a prerequisite for

**CLK811+ (5)**  
**Prerequisites:** PHM 225 (or 211/221), PHM 323 and a New York State intern permit or equivalent for the State or nation completing rotation in.

**CLK 802. Introductory Pharmacy Practice Experience (IPPE) - Institutional.** This experientially-based, 1 credit, required course will expose students to the basic day-to-day operations of an institutional pharmacy. Each student will have the opportunity to apply knowledge gained through didactic learning and lab by placement in an actual practice setting. Specific assignments have been designed which require the application of classroom knowledge and skills to be further developed during these on-site training experiences. Students will demonstrate an understanding of the proper procedure for preparation of intravenous products using aseptic technique, describe the "flow" of processing an order, evaluate institutional orders for accuracy and completeness and describe the medication distribution system employed by the pharmacy. This course will prepare the student for their Institutional/Inpatient Advanced Pharmacy Practice Experience in the sixth year. (1)  
**Prerequisites:** PHM225, PHM323 and New York State intern permit or equivalent for the State or nation completing rotation in.

**CLK 803. Introductory Pharmacy Practice Experience (IPPE) - Patient-Assessment.** This experientially-based, 1 credit, required course will expose students to the basic day-to-day operations of a patient care setting. Each student will have the opportunity to apply knowledge gained through didactic learning and lab by being placed in an actual practice setting. Specific assignments have been designed which require the application of classroom knowledge and skills to be further developed during these on-site training experiences. Students will gather and organize information from patient medical charts, conduct patient interviews to obtain an accurate medication history, identify medication related problems, present a patient case in a structured format (ex. SOAP note) and prepare responses to drug information inquiries. This course will prepare the student for their Advanced Pharmacy Practice Experiences in the sixth year. (1)  
**Prerequisites:** PHM225, PHM 323 and New York State intern permit or equivalent for the State or nation completing rotation in.

**CLK 811+. Advanced Pharmacy Practice Experiences (APPEs).** APPEs are "hands-on" experiences designed to build on the academic base obtained in the didactic portions and the IPPEs in the Pharm.D. program. The purpose of the APPEs is to provide the student with a broad exposure to various pharmacy practice environments in order for the student to develop skills in making independent judgments and integrating fundamental knowledge into clinical applications. APPEs span an 11-month period (May-April) and are subdivided into modules; each student is required to complete eight APPE modules (36 academic credits). APPEs are scheduled by the College and typically require the student to be at the practice site at least eight hours daily. Each student must complete required and elective modules as follows:  
Required APPEs: community pharmacy (5 weeks); ambulatory care (5 weeks); public health (1 week); institutional/inpatient pharmacy (10 weeks) and direct patient care (inpatient, ambulatory care or community) (5 weeks). Inpatient and ambulatory care rotations are direct patient care rotations in settings including but not limited to anticoagulation, diabetes care/ endocrinology, family practice, home care, internal medicine, nephrology, nutrition, primary care, AIDS, cardiology, critical care, geriatrics; hematology/oncology, infectious diseases, pediatrics and psychiatry. Two elective APPEs are required and may include direct patient care APPEs (community, ambulatory care or inpatient setting) or non-patient care APPEs such as: managed care, antimicrobial management, clinical toxicology, consultant pharmacy, drug programs management, governmental affairs/regulatory, health information management, home infusion pharmacotherapy, long-term care, nuclear pharmacy, pharmaceutical industry, pharmacoeconomics, pharmacy administration, pharmacy association management, pharmacy database management, pharmacy education and research.  
**Prerequisites:** 800 (or 801), 802, & 803. Must have completed all required didactic coursework and IPPEs. Also, successful completion of Top 280 exam, pharmacology competency exam and First Aid requirements.

**CLK 812+. Ambulatory Care Advanced Pharmacy Practice Experience.** This required, 5-week advanced practice experience provides students with practical experience in the setting of ambulatory care. The experience sites available are varied and include, but are not limited to,

clinics/offices in the field of diabetes; adult/pediatric medicine; oncology; home health care; neurology; nephrology; nutrition; anticoagulation and pain management. This experience introduces the student to the practical application of pharmaceutical care, enhances student abilities to identify and resolve medication related problems, refines medication information skills and provides an opportunity for the student to participate in multidisciplinary patient care in an ambulatory care setting. This experience will be offered in the sixth year (fourth professional year). The student must have completed all required courses up to the sixth year. (5)  
**CLK 835. Early Patient-Oriented Care (EPOC) Program.** Small numbers of selected students may participate in the EPOC program in place of a five-week APPE. In the EPOC program, the 200-hour experience is extended over two to three semesters of the fourth and fifth years. Approximately three to four hours per week are spent in local patient-care settings in small group sessions with the preceptor. EPOC students participate in direct patient care. Each student is assigned approximately 12 specific patients, for whom they will provide continuous clinical services over the course of one year. Normally, EPOC students will see each of their patients every month. The emphasis is on continuity of care for these patients, while students learn the practice of pharmacotherapy concurrent with the didactic therapeutics sequences in class. EPOC students will gain expertise in taking medication histories, patient counseling, recognition of drug-related problems, making recommendations on patient-specific therapy and communications skills with medical and nursing personnel. The program also interweaves engenders a sense of professionalism in EPOC students and issues pertaining to ethics and confidentiality are discussed regularly. (5)  
**Prerequisite:** After currently enrolled students complete this course, this course will no longer be offered in the future.

**CLK 928. Public Health Advanced Pharmacy Practice Experience.** This required, 40-hour advanced practice experience provides the students with practical experience in promoting health improvement, wellness and disease prevention. The experience sites available are varied and include, but are not limited to, the Capital District YMCA, American Cancer Society, New York State Public Health Departments (located in various counties of New York State), American Diabetes Association; senior care centers; assisted living facilities; Brain Injury Association; Alzheimer's Association and health care consortiums. This experience will be offered in the sixth year (fourth professional year). The student must have completed all required courses up to the sixth year. (1)

**CLK 930/931. Institutional/Inpatient Pharmacy Practice Experience.** This required, 10-week Advanced Pharmacy Practice Experience provides students with practical experience in the institutional care setting. It combines all aspects of institutional practice and acute care medicine including medication distribution, patient assessment and monitoring, pharmacotherapy assessment, medication control and procurement, medication use systems, drug information services and administrative functions. This experience will be offered in the sixth year. Students must have successfully completed all required courses up to the sixth year. (10)

**CLS 303. Hematology.** Lectures will focus on the principle of hematopoiesis and hemostasis; normal blood cell physiology; function and morphology; routine and special techniques in hematology, the physiology and pathophysiology of coagulation and fibrinolysis (including the coagulation cascade, complement and fibrinolysis). Within the laboratory, students will learn the diagnostic process and will gain expertise in red cell morphology, white cell identification, automated cell counting and the performance of standard coagulation testing, fibrinolytic assays, platelet function assays, quality control and the performance of specialty testing. (3)  
**Prerequisite:** BIO 101/BIO 102

**Lecture and Laboratory**

**CLS 304. Advanced Hematology.** This course will focus on the disorders of red and white blood cells, platelets and the hemostatic system. The discussion will include hypochromic, megaloblastic, hypoproliferative, hemolytic and nonhematologic disorder anemias; polycythemias; nonmalignant leukocyte disorders; neoplastic disorders of leukocytes; leukemias; chronic lymphoproliferative disorders; plasma cell disorders; primary hemostasis disorders and fibrinolysis. In the laboratory, students will learn the diagnostic process and will gain expertise in abnormal red cell morphology, abnormal white cell identification, impact of hematologic disorders on automated cell counting and standard coagulation testing, fibrinolytic assays, platelet function assays, quality control and the performance of specialty testing. (3)  
**Prerequisite:** BIO 101/BIO 102

**Lecture and Laboratory**

**Prerequisites:** CLS 303.

**Lecture and Laboratory**

**CLS 311. Phlebotomy.** This course will cover the techniques for venipuncture. Topics include safety, selection of site, techniques, complications, effective communication, quality control and ethical and legal issues associated with phlebotomy. Students will practice venipuncture on volunteers and during rotations at clinical sites. (2)  
**Prerequisite:** BIO 121

**Lecture and Laboratory**

**CLS 320. Clinical Microbiology I.** This course will focus on the study of aerobic bacteria. The diagnostic techniques involved in identifying the organisms, the significance of different organisms in various clinical specimens, the presentation of microbial disease states and the application of principles of infection control will be presented. (4)  
**Prerequisites:** BIO 312.

**Lecture and Laboratory**

**CLS 322. Clinical Microbiology II.** This course will focus on the study of anaerobic bacteria, mycology, virology and parasitology. Students will continue to learn what is involved in determining the significance of different organisms in various clinical specimens and disease states. They will analyze and record laboratory data, comply with all safety procedures and recognize the limitations of a diagnostic microbiology laboratory. (4)  
**Prerequisite:** CLS 312

**Lecture and Laboratory**

**CLS 331. Clinical Immunology.** This course covers basic immunologic theory and concepts in relation to normal and pathological states in humans. Emphasis is placed upon the principles and performance of procedures used in the laboratory diagnosis of infectious and immunologic disease. Specific topics include antigen-antibody reactions, complement and complement fixation, immunossays, immunofluorescence, microbial serology and autoimmune diseases. (2)  
**Prerequisite:** BIO 101/BIO 102

**Lecture and Laboratory**

**CLS 333. Immunohematology.** This course covers the theories of immunohematology with application to clinical blood banking. Included are theoretical and technical considerations of blood groups, transfusion therapy, hemolytic anemias and related pathologic mechanisms. Emphasis is placed on problem solving experience with respect to both theoretical and practical applications. (3)  
**Prerequisite:** CLS 331

**CLS 341. Clinical Chemistry I.** This combined lecture/laboratory course focuses on basic concepts of laboratory instrumentation, troubleshooting techniques and the operation, evaluation and selection of instruments. Lectures emphasize chemical measurements of physiologic indicators of normal and abnormal human metabolism. (3)  
**Prerequisites:** CHE 255

**Lecture and Laboratory**

**CLS 342. Clinical Chemistry II.** This combined lecture/laboratory course focuses on basic concepts of laboratory instrumentation, troubleshooting techniques and the operation, evaluation and selection of instruments. Lectures emphasize chemical measurements of physiologic indicators of normal and abnormal human metabolism. (3)  
**Prerequisite:** CLS 341

**Lecture and Laboratory**

**CLS 401/402. Clinical Practicum I and II.** Students will rotate through clinical practicum experiences in several sites in the Capital District. Rotations will include Clinical Microbiology, Clinical Chemistry, Immunohematology, Hematology and Coagulation, Immunology/Serology and Molecular Diagnostic testing. The clinical practicum experience will include specimen tracking, performance of routine analyses, demonstration of specialty testing, observation of automated instrumentation and management processes, including quality control and quality assurance activities. Rotations are eight hours per day, three days per week. (9)  
**Prerequisite:** Completion of all 300 level CLS professional courses

**CLS 411/412. Clinical Correlations I and II.** Clinical Correlations is presented to solidify and

enhance the student's integration of laboratory information in the diagnostic process. Case studies will be used to integrate information from different laboratory sections in order to highlight the selection of appropriate laboratory tests and the interpretation of laboratory data. Students will participate in the diagnostic process. They may be asked to perform an analysis (such as a manual differential) in order to obtain the information in the case study. Similarly, students may be asked to call the physician (role playing) in order to obtain the appropriate clinical information or provide information to a patient related to laboratory testing. (3)  
**Prerequisite:** Completion of all 300 level CLS professional courses

**COM101. Academic Reading and Writing.** This course introduces students to critical writing and reading in academic contexts and offers them the opportunity to develop essential skills in comprehending, analyzing and evaluating college-level texts; effectively addressing writing assignments; inventing, drafting and revising; and seeking, providing and responding to constructive feedback. Through multiple writing activities and individualized coaching, students are presented with and practice the fundamentals of academic scientific communication such as synthesizing multiple sources, sustaining a coherent argument and revising for clarity of style. Special attention is paid to conventions of standard written English. (3)

**COM 115. Principles of Communication.** This course is aimed primarily toward introducing students to academic literacy practices, including reading, writing, researching and using sources, speaking, collaborating with peers and using visuals. Students will establish a solid communication skill set to serve as a foundation for the rest of their academic and professional career. In addition, students also will engage in activities to understand both the basic principles and processes of communication, as well as the tools that make communication possible. (3)

**COM 211/212. Spanish for Health Careers.** The Spanish for Health Careers I and II sequence will provide students with specific vocabulary, grammar and cultural competencies that will be directly applicable to interaction with Spanish-speaking clients within a health care context. Particular emphasis will be placed upon the building of speaking/listening communication skills. Students will primarily communicate in the present tense and will be introduced to expression in the past tense. As the Spanish for Health Careers I course is an introductory level language course, previous knowledge of Spanish will be helpful, but not necessary. (3)  
**Prerequisite:** COM 211 is a prerequisite for COM212

**CYT 430. Introduction to Cytopathology.** This survey course will deal with the basic principles of anatomic pathology as they relate to cytology. Topics include the history of pathology and cytology, basic medical terminology and microscope design/function/care. The cytomorphologic criteria used in cytodiagnosis will be introduced with gynecologic and non-gynecologic specimens. The lab exercise will require each student to screen a box of five glass slides. Students learn to apply the cytologic criteria to microscopic glass slides and identify normal epithelial cell types. (1)  
**Lecture and Laboratory**

**CYT 431. Cytopathology of Female Genital Tract (FGT).** This course will present the basic principles of cytopathology applied to the cellular samples obtained from the female reproductive system. Topics covered are the gross and microscopic anatomy, physiology and pathology of the cervix. This course will establish a foundation for identifying and understanding the basic epithelial cell types. Benign, reactive and infectious conditions will be discussed. Infectious organisms and the cellular changes they produce will be identified. Pre-malignant and malignant conditions will be discussed and identified on cytologic specimens obtained primarily from the Pap Test. Students will learn in an experiential setting by examining both pre-diagnosed and unknown cases from the FGT that demonstrate a wide variety of benign to malignant conditions. Infectious organisms and the cellular changes they produce will be identified. Cellular changes induced by therapies and environmental entities will be examined and criteria to identify these will be discussed. (4)  
**Lecture and Laboratory**

**CYT 432. Exfoliative Non-Gynecologic Cytopathology I.** This course will present the basic principles of cytopathology applied to the cellular samples obtained from a variety of body sites through brushings, washings and scrapings. Gross and microscopic anatomy, physiology and pathology of these sites will be explored. Specimens from the respiratory tract and gastrointestinal tract will be examined. This course will expand on the foundation for identifying and understanding the basic epithelial cell types begun in the Introduction to Cytology and Cytology

of the Female Genital Tract. Benign, reactive and infectious conditions will be discussed. Infectious organisms and the cellular changes they produce will be identified. Atypical and malignant conditions and their cellular appearance on a variety of cytologic specimens will be explored. Cellular changes induced by therapies and environmental entities will be discussed and their role in rendering a final diagnosis will be recognized. Students will learn in an experiential setting by examining both pre-diagnosed and unknown cases from these sites that demonstrate a wide variety of benign to malignant conditions. Infectious organisms and the cellular changes they produce will be identified. Cellular changes induced by therapies and environmental entities will be examined and criteria to identify these will be discussed. (3)  
*Lecture and Laboratory*

**CYT 433. Exfoliative Non-Gynecologic Cytopathology II.** This course will present the basic principles of cytology applied to the cellular samples obtained from a variety of body sites through brushings, washings and scrapings. Gross and microscopic anatomy, physiology and pathology of these sites will be explored. Specimens from the genital urinary system, body cavity fluids and cerebral spinal fluid will be examined. Benign, reactive and infectious conditions will be discussed. Infectious organisms and the cellular changes they produce will be identified. Atypical and malignant conditions and their cellular appearance on a variety of cytologic specimens will be explored. Cellular changes induced by therapies and environmental entities will be discussed and their role in rendering a final diagnosis will be recognized. Students will learn in an experiential setting by examining both pre-diagnosed and unknown cases from these sites that demonstrate a wide variety of benign to malignant conditions. Infectious organisms and the cellular changes they produce will be identified. Cellular changes induced by therapies and environmental entities will be examined and criteria to identify these will be discussed. (3)  
*Lecture and Laboratory*

**CYT 434. Cytoreparatory Techniques I.** This course develops the skills necessary to prepare a wide variety of specimens and teaches how to select and apply the appropriate staining technique for each. Students will learn to develop a Cytology Preparation Manual and how to comply with all state, OSHA and federal regulations in a working laboratory. Emphasis will be placed on safe, efficient and effective handling techniques. Students will make a collection of representative slides from a variety of body sites using expired specimens donated from clinical affiliates. (1)  
*Lecture and Laboratory*

**CYT 435. Cytoreparatory Techniques II.** This course will reinforce and expand on the skills developed in CYT 434. Students will continue to prepare a wide variety of specimens and learn how to select and apply the appropriate staining technique for each. They will learn how to assist with fine needle aspiration procedures and how to process these specimens. Students will be introduced to the methodology responsible for immunocytochemistry (ICC)/ immunohistochemistry (IHC) and the techniques required to produce a successful staining reaction. Flow cytometry, in-situ hybridization (ISH) and fluorescent in-situ hybridization (FISH) will be discussed as adjunct techniques. Hybrid capture also will be explored. Emphasis will be placed on safe, efficient and effective handling techniques. (1)  
*Lecture and Laboratory*

**CYT 436. Fine Needle Aspiration Cytology I.** This course will present the basic principles of cytology applied to the cellular samples obtained through fine needle aspiration (FNA) from a variety of body sites where lesions can be identified by radiological techniques. Gross and microscopic anatomy, physiology and pathology of these sites will be explored. Specimens from the liver, pancreas, ovaries, kidney, adrenal glands and central nervous system will be examined. The course will also include FNA of unusual lesions such as mediastinal lesions, bone and soft tissue lesions and pediatric tumors. Benign, reactive and infectious conditions will be discussed. Infectious organisms and the cellular changes they produce will be identified. Atypical and malignant conditions and their cellular appearance will be explored. Cellular changes induced by therapies and environmental entities will be discussed and their role in rendering a final diagnosis will be recognized. This course will expand on the foundations established in the first year's course work. CYT 430, CYT 431, CYT 432 and CYT 433. Students will learn in an experiential setting by examining both pre-diagnosed and unknown cases from these sites that demonstrate a wide variety of benign to malignant conditions. Infectious organisms and the cellular changes they produce will be identified. Cellular changes induced

by therapies and environmental entities will be examined and criteria to identify these will be discussed. (4)  
*Lecture and Laboratory*

**CYT 437. Fine Needle Aspiration Cytology II.** This course will present the basic principles of cytology to the cellular samples obtained through fine needle aspiration (FNA) from a variety of body sites where lesions can be identified by radiological techniques. Gross and microscopic anatomy, physiology and pathology of these sites will be explored. Specimens from the breast, thyroid glands, salivary glands and lymph nodes will be examined. Benign, reactive and infectious conditions will be discussed. Infectious organisms and the cellular changes they produce will be identified. Atypical and malignant conditions and their cellular appearance will be explored. Cellular changes induced by therapies and environmental entities will be discussed and their role in rendering a final diagnosis will be recognized. This course will expand on the foundations established in the first year's course work. CYT 430, CYT 431, CYT 432, CYT 433 and CYT 436. Students will learn in an experiential setting by examining both pre-diagnosed and unknown cases from these sites that demonstrate a wide variety of benign to malignant conditions. Infectious organisms and the cellular changes they produce will be identified. Cellular changes induced by therapies and environmental entities will be examined and criteria to identify these will be discussed. (3)  
*Lecture and Laboratory*

**CYT 438. Liquid-Based Cytopathology of Female Genital Tract (FGT).** This course develops the skills necessary to successfully screen thin layer preparations obtained from specimens of gynecologic (GYN) origin. Federal regulations require specific training in diagnosing these specimens and students will follow a documented course of instruction and practice. No student will be certified to screen these cases without passing a test in these preparations with a grade of at least 90 percent as mandated by the FDA. This course expands on abilities developed in CYT 431. (1)  
*Lecture and Laboratory*

**CYT 440. Journal Club and Independent Project.** This course develops the skills necessary to prepare and present a brief talk critiquing an article from a peer-reviewed journal in the field of cytology. Students will give four presentations to the class on assigned topics from journal articles they select and have approved by faculty. The independent project will consist of a research topic that results in a case report presentation demonstrating extensive library research and slide case review, and photomicroscopy illustrating the topic. All topics must have prior approval and faculty assistance. (1)  
*Lecture and Laboratory*

**CYT 445. Clinical Practicum I.** This course will consist of one clinical rotation, lasting six weeks. Students will rotate one week in a laboratory that deals with adjunct methodologies such as molecular diagnostics, flow cytometry or proteomics. Students will "shadow" a teaching cytotechnologist through their daily routine and participate in all laboratory activities as permitted. Students are expected to pre-screen cases that will later be re-screened by the teaching cytotechnologist and participate in preparation and staining of specimens and any FNA, Tumor Board, tissue correlation and patient follow-up activities that their teaching cytotechnologist deems appropriate. (6)  
*Prerequisite:* CYT 412.

**CYT 446. Clinical Practicum II.** This course will consist of one clinical rotation of six weeks. Students will rotate one week in a laboratory that deals with adjunct methodologies such as molecular diagnostics, flow cytometry or proteomics. Students will "shadow" a teaching cytotechnologist through their daily routine and participate in all laboratory activities as permitted. Students are expected to pre-screen cases that will later be re-screened by the teaching cytotechnologist and participate in preparation and staining of specimens and any FNA, Tumor Board, tissue correlation and patient follow-up activities that their teaching cytotechnologist deems appropriate. (6)  
*Prerequisite:* CYT 412.

**CYT 447. Cytology Review.** This course provides a comprehensive review of materials presented in CYT 430, CYT 431, CYT 432, CYT 433, CYT 434, CYT 435, CYT 436 and CYT 437. The course is designed to provide a self-directed learning experience that culminates in a passing grade on a cumulative final exam. Students must pass this course in order to graduate from the Cytotechnology program. (1)

**ECN 217. Economics of Health Care.** In this course, students will learn how to apply economic tools to the study of health and medical care issues. They will examine the special features of medical care as a commodity, the demand for health and medical care services, the economic explanations for the behavior of medical care providers (i.e., physicians and hospitals), the functioning of insurance markets and technology diffusion. Discussions will touch on current policy topics such as the prospective payment system, relative value scales, insurance reform rationing and price regulation. The course also will examine the role of and economic justification for government involvement in the medical care system. Finally, students will learn to review and analyze various proposals for health care reform. An emphasis is placed on pharmacists and their role in the delivery of health care services. (3)

**ECN 321. Economic Quantitative Analysis I.** Economic quantitative analysis is a broad subject area, with topics ranging from basic statistics to advanced regression techniques. This course takes a mathematical modeling approach. The format is designed to provide a foundation in linear programming and probabilistic techniques. A wide range of decision making tools will be developed and used. This is the first in a two-course sequence. (3)  
*Prerequisites:* ECN 217, MAT 110 and 111

**ECN 335. Ecological Economics.** Ecology is the natural science that deals with relationships among all organisms and their environments. Ecological studies traditionally have focused on interpreting the non-human world and have provided little explicit application to human society. Economics is the social science that deals with the production, distribution and consumption of human goods and services. Traditional or "neoclassical" economics often has disregarded ecological principles, thus leading to ecologically untenable policy implications. Ecological economics fuses ecology and economics to assess the capabilities of natural ecosystems to support economic systems. It interprets economic systems as an evolutionary function of the physical and biological environment. Conversely, ecological economics assesses the effects of human economies on the natural world. Ecological economics rests upon a foundation of ecological principles, producing policy implications that are often quite distinct from those of neoclassical economics. This is a transdisciplinary course, incorporating relevant principles and practices from political science, psychology and physics in addition to ecology and economics. Students are not required to construct mathematical models. (3)  
*Prerequisite:* ECN 217

**ECN 345. Economic Development.** The focus is on development problems and policies at domestic or country and global levels. The specific topics covered at country level include poverty and inequality, population and migration, human capital, agriculture and the environment, as well as the role of political institutions in economic development. At the global level, the course will cover topics such as trade theory and policy, foreign aid and investment and debt issues. The course will conclude by discussing critical issues for the 21st century such as health, globalization and the environment. (3)  
*Prerequisite:* ECN 217

**ECN 421. Economic Quantitative Analysis II.** This course is a continuation of Economic Quantitative Analysis I and takes a mathematical modeling approach. The format is designed to provide a foundation in linear algebra and advanced mathematics, such as differential equations. A wide range of decision-making tools will be developed and used. (3)  
*Prerequisite:* ECN 321

**HSS 225. Econometrics.** This course introduces students to multiple regression methods for analyzing data in economics and related disciplines. Extensions include regression with discrete random variables, instrumental variables regression, analysis of random experiments and quasi-experiments, and regression with time series data. Accordingly, the emphasis of the course is on empirical applications. (3)  
*Prerequisites:* ECN 217, MAT 110 and 111

**HSS 310. Regulatory Economics.** This course introduces students to the role of the government in markets where competition "fails" and monopolies result. The course examines the creation of regulations and policies that affect parts of our everyday life, such as telecommunications, transportation and the health industry. Students study the role of governmental agencies, focusing on the environment, health and worker safety. The course makes use of current events to illustrate the role of these regulations and policies. (3)  
*Prerequisite:* ECN 217

**HSS 339. Professional and Technical Writing.** This course addresses the development of students' writing abilities through a mix of mini-lectures, workshops and active learning activities. Students are presented information fundamental to understanding written communication as a critical element in the delivery of health care. Through case studies and individual and group assignments, students will apply the rhetorical strategies presented in class to situations ranging from the general to discipline/ professionally specific. (3)

**HUM 110. Humanities I.** An interdisciplinary course that surveys major world intellectual and cultural traditions from prehistory to the onset of the Renaissance in Europe (circa 1300). Students read widely in history, literature, philosophy, fine arts, politics and economics to develop an understanding of the interrelated forces that shaped the dominant cultures across the globe from the earliest recorded civilizations to the rise and fall of major classical civilizations, and through the European "Middle Ages." (3)

**HUM 120. Humanities II.** An interdisciplinary course that surveys major world intellectual and cultural traditions from the onset of the Renaissance in Europe (circa 1300) to the turn of the 19th century. Students read widely in history, literature, philosophy, fine arts, politics and economics to develop an understanding of the interrelated forces that shaped the dominant cultures across the globe from the 19th century to the present day. The course begins with the 19th century political, economic, social and cultural tensions that framed the underpinnings of World War I, proceeds through that war, its aftermaths and World War II, and ends with present-day attempts to create cultural systems that, while diverse, can coexist peacefully. (3)  
*Prerequisites:* HUM110

**HUM 210. Humanities III.** An interdisciplinary course that surveys major world intellectual and cultural traditions from the mid-19th century to the present. Students read widely in history, literature, philosophy, fine arts, politics and economics to develop an understanding of the interrelated forces that shaped the dominant cultures across the globe from the 19th century to the present day. The course begins with the 19th century political, economic, social and cultural tensions that framed the underpinnings of World War I, proceeds through that war, its aftermaths and World War II, and ends with present-day attempts to create cultural systems that, while diverse, can coexist peacefully. (3)  
*Prerequisites:* HUM110 and 120

**IPS 301. Integrated Problem Solving Workshops I –** The integrated problem solving workshops will integrate information from the courses offered during that term (as well as previously mastered material) in a way that assists students in mastering course material in an active learning environment and in a manner that helps to develop problem solving skills. In addition, these workshops are designed to cross disciplinary boundaries to foster deeper understanding of the material by the student. Students will be expected to use critical thinking skills, effectively communicate through speaking and function effectively in small group sessions. The workshops will be led by near-peers under the direction of appropriate faculty members. (1)

**IPS 302. Integrated Problem Solving Workshops II –** The integrated problem solving workshops will integrate information from the courses offered during that term (as well as previously mastered material) in a way that assists students in mastering course material in an active learning environment and in a manner that helps to develop problem solving skills. In addition, these workshops are designed to cross disciplinary boundaries to foster deeper understanding of the material by the student. Students will be expected to use critical thinking skills, effectively communicate through speaking and function effectively in small group sessions. The workshops will be led by near-peers under the direction of appropriate faculty members. (1)

**IPS 401. Integrated Problem Solving Workshops III –** The integrated problem solving workshops will integrate information from the courses offered during that term (and build on previously mastered material) in a way that assists students to understand and apply course material through an active learning environment that supports the development of problem solving skills. In addition, these workshops are designed to cross disciplinary boundaries to foster deeper understanding of the material by the student. Students will be expected to employ critical thinking skills, effectively communicate and function efficiently in small group sessions. The workshops will be led by near-peers under the direction of appropriate faculty members. (1)

**IPS 402. Integrated Problem Solving Workshops III –** The integrated problem solving workshops will integrate information from the courses offered during that term (and build on previously mastered material) in a way that assists students to understand and apply course material through an active learning environment that supports the development of problem solving skills. In addition, these workshops are designed to cross disciplinary boundaries to foster deeper understanding of the material by the student. IPS III will begin

to incorporate pharmacology and therapeutic topic areas into clinically oriented discussion, evidence based decision making and SOAP note preparation. IPS3 will introduce students to a more therapeutically focused case-based approach to learning. Faculty teaching in the concurrently taught courses will author clinical cases that will be used in IPS3. (1)

**IPS 402. Integrated Problem Solving Workshops IV-** The integrated problem solving workshops will integrate information from the courses offered during that term (as well as previously mastered material) in a way that assists students in mastering course material in an active learning environment and in a manner that helps to develop problem solving skills. In addition, these workshops are designed to cross disciplinary boundaries to foster deeper understanding of the material by the student. Students will be expected to employ critical thinking skills, effectively communicate through speaking and function effectively in small group sessions. The workshops will be led by near-peers under the direction of appropriate faculty members. IPS4 will build upon the skills and tactics taught in IPS workshops 1 through 3. More specifically, this workshop will start to build more clinically oriented decision making and SOAP note documentation. For IPS4, students will take a more clinically oriented case-based approach to learning. Faculty teaching in the concurrently taught courses will author clinical cases that will be used in IPS4. It will be the responsibility of these faculty case authors to provide the IPS near-peer leaders with sufficient direction and knowledge to effectively lead a discussion on the respective cases. This may be achieved either through a meeting between faculty case authors and near-peer leaders or through a detailed case rubric provided to the near-peer leaders prior to their meeting with their groups (please see example attached). Upon meeting with the group, it will be the objective of the group leaders to help students work through the case, discuss relevant issues, and formulate appropriate clinical decisions on drug therapy. Each group will then be responsible for writing a SOAP note that documents their ideas and proposed interventions. This SOAP note will then need to be posted on blackboard after each session and accessible to faculty case authors for student feedback as needed. (1)

**LAS 107. The Human Beast.** This course focuses on a prominent theme of Western thought: that one side of human nature is "animal-like," "base" or "wild." In order to understand the reasons for this theme and the consequences of a belief in such a side to human nature, the course compares political, philosophical, psychological and literary representations of man's animal nature. In the process, students discuss and evaluate theories of social relations and man's place in nature. (3) (LA)

**LAS 108. Ethics of Belief.** This course will attempt to investigate the meaning and implications of the following question: What is the moral obligation of people and institutions who claim to know something that is not obviously true, such as the claims of artists, religious believers, politicians, economists, philosophers, scientists and ordinary people on the street? This question forces people who claim to know things to take a special responsibility for their opinions and beliefs. There is another question this course will consider: What is the moral obligation of people and institutions who know or suspect that knowledge claims of others are not true, but false and potentially dangerous? A variety of short readings from a diverse spectrum of knowledge claims and beliefs will be examined closely. Any answers to the two basic questions addressed by the course will come about through the mutual efforts of the instructor and students. (3) (LA)

**LAS 117. English Novel.** This course will provide a close critical reading of selected English novels, including the works of E.M. Forster, Aldous Huxley and Thomas Hardy. (3) (LA)

**LAS 118. Masterpieces of Art.** This course investigates various masterpieces of Western art, including architecture, painting and sculpture. Each class meeting is devoted to a separate work of art, and students discuss what makes that work a masterpiece. Individual perceptions and reactions are encouraged; for this reason, students keep a journal and turn it in four times during the semester. (3) (LA)

**LAS 121. Traditions of Western Music.** This course introduces students with little or no formal background in music to the music of Western civilization and its relation to society from the medieval period to the present. The course emphasizes the 18th through 19th centuries. (3) (LA)

**LAS 123. Philosophical Problems.** The nature of philosophy is approached in this course through a critical analysis of selected philosophical problems. (3) (LA)

**LAS 124. Political and Social Theory.** How is society possible? Are freedom and equality

incompatible? What is justice? Students evaluate some of the answers to such questions by authors from Plato and Aristotle to John Rawls and Martin Luther King Jr. (3) (LA)

**LAS 127. International Relations.** This course examines the changing nature of power in world politics since the end of World War II. Topics include the causes of international conflict, the consequences of international economic competition, ecology, human rights and international law, the future of the individual nation-state and regional and global government, global ideologies of the future and the "hot spots" of the world—today and in the near future. Students are required to develop and maintain a working familiarity with current developments around the globe. (3) (LA)

**LAS 131. Modern American Foreign Policy.** This course examines the theory and practice of foreign policy as conducted in the United States in the post-World War II post-Cold War eras. Topics include historical traditions of U.S. foreign relations, the role of the presidency, Congress and non-governmental organizations in making and influencing foreign policy, concepts of national security and national interest, war as an instrument of foreign policy, the constitutional and legal bases of U.S. foreign policy and contemporary problems in U.S. foreign policy. (3) (LA)

**LAS 132. The Music Experience: Multicultural America.** This course is a comparative and integrative study of the multicultural music styles of the Americas. It includes the music of European Americans, African Americans, Latinos and Asian Americans, tracing the development of each from its historical roots to its influence on contemporary American popular music. Each group's unique experiences in American culture and society will be discussed, analyzing each group's musical traditions within their cultural contexts. Among the musical styles studied will be spirituals, gospel, Appalachian folk music, blues, Cajun/Zydeco, salsa and hip hop/rap. (3)

**LAS 133. Creative Writing Workshop.** In this course, students read and write fiction, non-fiction and poetry. In a writing workshop setting, students also read and respond to each other's work. (3) (LA)

**LAS 134. Hitler's Empire.** This course examines Germany, Europe and the world as they were shaped or influenced by Adolf Hitler and the National Socialist movement. Among the issues examined: the historical and cultural factors that account for the rise of National Socialism; the extent to which Hitler's personality shaped National Socialist policy and practice; Nazi racial policies and the Holocaust; the economy of and everyday life in the Third Reich; the foreign policy of National Socialism; the role of the S.S. in the Nazi state and the long-term impact of the National Socialist experience on German and world history. (3) (LA)

**LAS 141. Practical Applications of Visual Perception.** This course assumes that anyone can learn to draw better if they first learn to see better. Working closely with Betty Edwards' Drawing on the Right Side of the Brain, the course will present the different problems people encounter when trying to draw what they see (or think they see). Class time is spent drawing. Students keep a sketchbook outside of class, write three essays and one museum paper, participate in biweekly critiques and turn in a portfolio of drawings and papers at the end of the semester. (3) (LA)

**LAS 142. Mind and Morality.** This course explores how psychology helps us to understand what moral reasoning and behavior are all about. Can psychology explain significant aspects of human life? To answer this question, the course will examine "morality" as an expression of human social evolution, "moral philosophy" as a justification for moral beliefs and principles, and "the mind" as the primary context of moral reflection and argument. In the end, psychology and ethics will be brought together. (3) (LA)

**LAS 143. American Musical Theater.** This course explores 20th and 21st century master works, discussing their origins in the history and culture of the day. The class examines the ability of music to forward plot, create dramatic continuity and express profound emotions. Opera, Hollywood and Broadway theater, and even some Disney works, will be discussed to help students understand the long and distinguished history of American musical theater. (3) (LA)

**LAS 144. Introduction to Journalism.** This course is designed to introduce students to the basic concepts of journalism by exploring and evaluating issues and events occurring during the course of years. Students will write at least four articles for Morts and Pests each semester. This course may be taken three times, giving a sense of continuity to the newspaper and enabling students to earn a total of three liberal arts credits. (1) (LA)

**LAS 146. Introduction to Photography.** The "art of seeing" will be the central theme in this course as students learn to see and photograph in black and white. Students will learn the history of photography by viewing and discussing examples of work by great photographers. Students must own a 35mm camera and will be assigned to photograph at least one roll of film per week relating to that week's assigned topic (self-portraits, still lifes, photographing strangers, etc.). Students also will use the College's dark room to learn to process and print their own film. (3) (LA)

**LAS 147. American Literature Since 1900.** This course considers the contributions of 20th and 21st century American literature, with an emphasis on character, structural and thematic analysis against archetypal patterns of lost innocence, the journey home and resurrection. The class will search for a tentative definition of the contemporary American hero from a diverse selection of authors: male and female, black and white, Northern and Southern. In written and oral assignments designed to develop the student's own response to the literature, they will search for touchstones for their own lives and the lives they read about. (3) (LA)

**LAS 151. Introduction to Culture and Society.** This course introduces the student to global diversity, theoretical ways of looking at cultural behaviors and understanding one's own ethnocentrism. Through film, ethnographic readings and text books, this course will give the student a broad view of societies of varying levels of complexity, focusing on systems of kinship, gender, economics, politics and religion, among others. (3) (LA)

**LAS 161. Suicide and/as Literature: East-West.** The phenomenon of suicide, familiar as an object of sociological inquiry and clinical therapeutic concern, also has been a prevalent narrative component of literary traditions throughout the world. This course will investigate suicide as a comparative conceptual device in a range of literary traditions extending from Europe to Africa, the United States, Japan and India. (3) (LA)

**LAS 171. Travel in Literature and Images.** In this course, students study travel literature and images and also create their own travel reports to share with the class during the last few weeks of the semester. The course asks students to consider how travel and its images can help us to understand ourselves, others and the world. (3) (LA)

**LAS 201. Figure Drawing.** The human figure presents special challenges for the artist. This elective covers a brief history of the human figure in art and how to draw the figure from the inside out, beginning with studies of the skeleton and muscles, and then copying works of the masters and drawing from a model. (3) (LA)

**LAS 204. Family Violence.** This course is designed to provide the student with varied perspectives on family violence including historical, legal, cultural and political views, to familiarize the student with current trends and issues in partner (relationship) abuse, elder abuse, physical child abuse and child sexual abuse, to inform the student about current research on the nature and dynamics of family violence and to increase the student's understanding of the criminal justice, mental health, health care and social service responses to the victims, offenders and family members who are impacted by violence in the family. (3) (LA)

**LAS 212. The Short Story.** In this course, students read, discuss and interpret the short story as it occurs in one or more periods or places. (3) (LA)

**LAS 215. Comparative Religions.** This course examines the ideas and teachings of major world religions. Students read and discuss the texts from the religions and consider the statements and documents of founders and exponents of the principal spiritual teachings of the East and West. Students also study parallel developments and teachings in religions and consider in what ways religions are similar and different. (3) (LA)

**LAS 216. Utopian Literature.** Humans' "dream of things that never were and say, 'Why not?'" From descriptions of the Golden Age and Eden to the latest feminist science fiction, students analyze our changing ideas of the possibility of achieving and sustaining a perfect human society. (3) (LA)

**LAS 223. Eugenics and the Ethics of Artificial Selection.** Since the late 1800s, eugenic theory and practice have been viewed as both critical to the survival of a viable human species and as an evil menace expressive of the worst form of prejudice. This course briefly will review the history of eugenics and then examine the most prominent approaches to artificial selection (as opposed to Darwinian natural selection) being developed, executed and hotly debated at the

beginning of the 21st century. This examination of contemporary eugenic theory and practice will include an in-depth look at the moral arguments for and against eugenic approaches to artificial selection. As a prelude to the ethical analysis of eugenic thinking and practice, a brief introduction to the history of moral philosophy will be conducted. The focus of this course will be on the moral reasoning (for and against) associated with eugenics, and the development of a tentative moral position on eugenic theory and practices. (3) (LA)

**LAS 225. Bioethics.** In this course students consider the impact of modern medical technology, including drugs, on matters of ethics and policy. Topics include genetic counseling, do-not-resuscitate orders, informed consent in treatment and in research, the right to and the right to refuse treatment, and the allocation of scarce medical resources. The course uses the case study method, with films or videotaped presentations and discussions with expert guests. (3) (LA)

**LAS 232. Visual Art and Literature of the 19th Century.** The 19th century is framed by artistic movements that questioned the prosaic limitations of daily existence. Literature and visual arts of the intervening decades, however, were marked by a desire to depict everyday reality. This course focuses on the development of the various movements (Romanticism, Realism, Naturalism, Impressionism, Symbolism) in the art of the 19th century and how these art forms reflect the thoughts and events of the age. (3) (LA)

**LAS 233. Challenged, Banned, Censored: Visual Art and Literature.** This course investigates various works of art and literature that have been, for whatever reason, challenged and banned from the public eye. Censors claim they are preserving the values of society, but their opponents claim they violate an individual's right to intellectual freedom. Discussions on visual art treat the shocking first Impressionist shows as well as the Nazi exhibit of "Degenerate Art." Readings include originally challenged or banned works that are now crucial elements of our cultural literacy. (3) (LA)

**LAS 234. Visual Art and Literature of the 20th Century.** What is "modern"? This course concentrates on the growing sense of modernity that began in European culture at the end of the 19th century, moved to the United States after World War II and now is creating the reaction of "post-modernism." Class discussion focuses on the rapidly shifting movements of modern art and parallel developments in literature. (3) (LA)

**LAS 235. The Fantastic in Visual Art and Literature.** This course examines the genre of the fantastic as defined by the literary critic Tzvetan Todorov for literature and then applied to the medium of visual arts. Students read Todorov's *The Fantastic* and apply his definition of the fantastic to various literary works. The class also attempts to formulate a definition of the fantastic for visual art. (3) (LA)

**LAS 236. Crime and Punishment.** In this class, students read fiction, non-fiction and poetry and view films that deal with the issues of crime and punishment in society. Students write essays and journals responding to the texts and films, and investigate these issues in order to come to an understanding of the complexity of the issues and an awareness of their own stances on these questions. (3) (LA)

**LAS 237. Shakespeare.** This course focuses on six or seven of Shakespeare's plays. Lectures provide biographical and historical background and class discussions concentrate on the texts themselves, considering structure, character development, imagery and theme. The class also considers the essential differences between comedies, tragedies, histories and romances and traces developing themes from one play to another as we move chronologically through selections of Shakespeare's work. Assignments include journal responses, formal analytical essays and a final panel discussion of a motif traced from play to play throughout the semester. (3) (LA)

**LAS 238. Islam and Sufism.** This course will provide an introduction to Islam and Sufism. The first section will serve as a basic introduction to the Islamic worldview, the Koran and the life of the Prophet Muhammad. The aim will be to arrive at an understanding of the experience of Islam, paying close attention to how Muslims have defined themselves using their own language. Next, we will look more closely at the Islamic sapiential tradition, Sufism and, in particular, the major authors who have defined and informed this important dimension of Islam in terms of both theory and ritual. (3) (LA)

**LAS 239. Southwestern American Indian History.** In this course, students study various

elements of Southwestern Indian culture and history from prehistoric times to the modern era. This is a history rather than an anthropology class, but various elements of Native Southwestern culture and society will be incorporated within the historical narrative. (3) (LA)

**LAS 240. Japanese Language and Culture.** This course offers basic language instruction and an introduction to the history and culture of Japan. Students will learn about the rich cultural history of Japan as a whole and also see its progression from feudal to modern society. The course will critically review literary and popular readings and also feature films and documentaries based on the readings. (3) (LA)

**LAS 241. Introduction to Public Speaking.** The purpose of this course is to help students become more confident and more effective oral communicators. Students learn the theory and practice of oral communication: psychology, body language, advance preparations and polished delivery. Included will be topics on interviewing, speaking before a group, the logistics of committee work and using audiovisual equipment. (3) (LA)

**LAS 242. Interpersonal Communication.** This is an experiential course designed to introduce students to foundational theories in interpersonal communication. The course is divided into three modules. The first module will focus upon the self in communication: how does an individual present him or her self in communication situations. The second module focuses on the mechanics of communication: what people are doing when they are in the process of creating meaning. The third centers on human relationships: how relationships are constructed and maintained, and how these can deteriorate. (3) (LA)

**LAS 244. Language and Culture.** This course acquaints students with various ways that language and cultures are connected. People in all cultures use speech as the primary means to attain goals, to fulfill needs and to negotiate social relationships. Language use is culturally structured. The course explores how various ethnic groups as well as men and women use language differently. In addition, students examine theories of language socialization and cross-cultural language practices, and learn ways to analyze everyday speech. (3) (LA)

**LAS 245. Budo and Sado: Japanese Martial Arts and the Way of Tea.** This course will explore the relationship between Budo (the Japanese martial arts) and Sado (the Way of Tea). Sado is also known as Cha-no-yu or the Tea Ceremony in English. The commonalities and the unique aspects of these disciplines will be examined along with their relevance to modern life. The historical context and cultural milieu of these arts will be considered, particularly with respect to their significance in personal growth and development. Zen Buddhism is a significant part of the foundation of both Budo and Sado and a portion of the course will be allocated to reviewing the tenets of Zen and its training methods. Most importantly, students will undergo significant experiential practice in the physical aspects of various Budo and in the Japanese Tea ceremony (the preparation and drinking of ma-cha or powdered green tea). Approximately half of each week's class time will be allocated to discussion of assigned readings and articles and the other half will be experiential. (3)

**LAS 246. Native American Mythology.** In this course, students study various elements of mythology from diverse Native American cultures of northern and central America. Particular themes relevant to native cultures are examined and then placed in the context of what they mean to native worldviews and world mythologies. Some of the major themes include creation myths, concepts of illness and death and cyclical time. Some of the major figures examined include Grandmother Spider, Changing Woman, Sedna and Coyote. (3) (LA)

**LAS 247. The World's Music.** This course explores world cultures through their music. The course begins with an overview of some different ways of listening to music and exploring sound as a cultural phenomenon. A primary goal of this course is to help students move beyond some preconceived notions of music in order to open minds and ears to a wide variety of music through a selection of case studies, including, but not limited to, Africa, Asia, Latin America and ethnic immigrant cultural communities in North America. The music of these cultures is explored both as a product and reflection of culture and as a form of artistic expression. (3) (LA)

**LAS 248. Dynastic History of China.** This course looks at the social history of dynastic China from the first Qin (3<sup>rd</sup> century BCE) to the Qing (17<sup>th</sup> to 20<sup>th</sup> centuries). In this survey course, students will be introduced to China's culture, politics and economics, and gain a perspective on both enduring traditions and innovations through out China's expansive history. (3) (LA)

**LAS 249. Introduction to Buddhism.** This course will provide an introduction to Buddhism.

The first section will serve as a basic introduction to the Buddhist worldview, the life of the Buddha and the basic texts of the tradition. The aim will be to arrive at an understanding of the experience of Buddhism, paying close attention to how Buddhists have defined themselves using their own language. There also will be an examination of different schools/approaches to Buddhism, including Zen Buddhism and Tibetan Buddhism. Additionally, there will be a consideration of Buddhism in America and the role of women in Buddhism today. (3) (LA)

**LAS 250. Spiritual Healing.** This course will look at several different examples of contemporary spiritual healing practices drawn from many of the religions and spiritual movements from around the world. The primary objectives of the course are: a knowledge and appreciation for various examples of spiritual healing practices and the development of an analytical and tolerant assessment of the theoretical and practical differences and similarities between contemporary spiritual and scientific healing practices. (3) (LA)

**LAS 251. Overcoming Communication Hurdles in Health Care.** This course addresses the development of students' reading, writing, speaking and listening abilities. Through a mix of mini-lectures, workshops and active learning activities, students are presented information fundamental to understanding communication as a critical element in the delivery of health care. Through case studies, individual and group assignments, students will apply the communication strategies presented in class to situations of increasing rhetorical complexity and personal responsibility. (3)

**LAS 252. African Literature, Film and Music.** In this course, students study African literature, film and music to understand African experiences and cultures in historical, national and global contexts (a health care issue is also part of each offering of this course). Overall, the course considers how African literature, film and music can help us to understand ourselves, others, the world and the rich and culturally influential continent of Africa. This course is taught in conjunction with ACPHIS's annual African Film Series. (3) (LA)

**Prerequisites:** COM115 and HUM110

**LAS 253. World Masterpieces I.** This is the first of two courses offered to enhance the understanding of narratives that cover milestones in literature and culture from around the world. The canonical texts from various countries/regions will focus on the multiple origins and histories of the cultures and polities being considered. Selections range from the ancient (World Masterpieces I) to the modern (World Masterpieces II). (3) (LA)

**LAS 254. Changing Images of Asia.** The basic assumption underlying this course is that popular novels and related films have had a dramatic, and often negative, impact on shaping our images of the cultures and polities being considered. Selections range from the ancient (World Masterpieces I) to the modern (World Masterpieces II). (3) (LA)

**LAS 257. African-American Literature and Music.** In this course, students study African-American literature and music to understand African-American experiences and culture in historical, national and global contexts. We consider how African-American literature and music (e.g., spirituals, blues, jazz and rap) can help us to understand the world, others and ourselves. (3) (LA)

**LAS 258. Caribbean Literature and Music.** In this course, students study Caribbean literature and music to understand Caribbean, and especially Afro-Caribbean, experiences and culture in historical, national and global contexts. We consider how Caribbean literature and music (e.g., calypso, ska, reggae, dancehall, soca) can help us to understand ourselves, others and the world. (3)

**LAS 259. American Popular Music and Society.** This course explores the social and cultural significance of mainstream popular music in the United States. The course covers the two great eras of popular music: the era dominated by songwriters of Tin Pan Alley (1900-1945) and the era that began with the explosion of R&B and rock 'n' roll in the early 1950s and continues today. Students will explore the musical ideas and idioms that influenced both eras: the Euro-American musical paradigms that shaped Tin Pan Alley songs, and rock 'n' roll's dramatic turn toward African-American musical styles. The course also will give careful consideration to the technological advances (sheet-music production, sound recording, radio and television) that contributed to the development of popular culture. (3)

**LAS 260. Latin American Music and Dance.** This course explores the cultures of the

Spanish-speaking world through their music and dance. It begins with an overview of some of the different ways of experiencing music and exploring sound and movement as cultural phenomena. A primary goal of the course is to help students open minds and ears to a wide variety of music through a selection of case studies including, but not limited to, salsa and son montuno, tango, mariachi, narcocorridos and Latin rap. These musical genres are explored both as a product and reflection of cultures and political and social forces that have shaped them, such as colonialism, conquest and immigration. (3)

**LAS 261. History of Cinema.** This course will trace the history of film from its beginnings in the 1890s until today. Through an investigation of the technological, economic, social and aesthetic influences on cinema, the course provides students with a background in film history as well as critical and analytical skills to read not only films but also visual texts. (3) (LA)

**LAS 265. The American Civil War.** This course offers an introduction to the bloodiest war in American history: the Civil War. The course examines the differences that led to the conflict; the social, political and economic characteristics of the North and South; the nature of the war; emancipation and its consequences; conditions on the home front; the Reconstruction era after the war; and how American memory of the war over the past 140 years has helped to define and shape the nation that the United States is today. (3) (LA)

**LAS 271. Religion as the Search for Meaning.** Students examine the major religious traditions within the framework of an analysis of humankind's fundamental need to find meaning in the world by explaining and maintaining proper relationships among the self, society and nature. (3) (LA)

**LAS 272. Religion and Film.** Religion is a pervasive and active cultural event and this course begins with the concept that popular culture and film function as myth for our society. Students will view contemporary films from different genres to facilitate discussion about various dimensions of and issues in both religious and philosophical thought. The class will employ images, metaphors and teachings found in religion to discuss the layers and elements visually and audibly portrayed in a series of films. Through the three critical approaches of theology, mythology and ideology, this course will examine how religion pervades modern and contemporary cinema and how one may engage in dialogue with this phenomenon. (3)

**LAS 275. Native Americans Through Their Own Eyes.** This course addresses Native American history and literature from the perspective of native writers and historians. What are the major issues from their vantage? Has the native concept of "history" and "literature" changed since the advent of literacy? Can only natives write about their communities, and, if so, how does a member of one tribe gain consent to write about another tribe with a different culture? Lastly, what do these writers and historians see as the future of their people? (3) (LA)

**LAS 281. Theories of Human Nature.** Most discussions of people's behavior and motivations end with some unexamined assertion about basic human nature. Students weigh several of the many contradictory theories that are held about human nature. (3) (LA)

**LAS 283. Introduction to Medical Anthropology.** Introduction to Medical Anthropology introduces students to the cultural foundations of illness and curing. The course focuses on non-Western societies and how these societies perceive and treat states of health and disease. The course presents issues of health and disease within a framework of ecological, evolutionary and cultural systems and provides a background in current theoretical perspectives in anthropology. (3) (LA)

**LAS 284. International Economics.** This course examines several major economic issues that affect us all. Anyone who owns sneakers or clothes knows that there is a good chance that those items came from countries other than the United States. Why aren't things made in the United States anymore? How are prices set on these goods? How are wages set in these foreign factories? The course examines these questions and more. Students learn and apply the law of comparative advantage to understand how all people potentially can gain from international trade. Trade agreements such as GATT and NAFTA are discussed and analyzed. Students learn about the currency markets and the different types of monetary systems. In addition, the course emphasizes the contemporary issues of the international economy. (3) (LA)

**LAS 285. Ritual, Performance and Tradition.** This course explores world cultures through their rituals, or everyday life performances. Students will learn how ritual performances shape, and are shaped by, a variety of cultural phenomenon ranging from belief and religion to shopping behavior. Students will read case studies of rituals from different cultures and will document and

observe various kinds of ritual behavior in the contemporary world. (3)

**LAS 291. Historical Approaches to Nature.** Are humans beings "a part of" or "apart from" the natural world? The way humans relate to nature reveals much about human nature. Students consider approaches to nature that characterize different cultures and historical periods, including early civilizations, the Judeo-Christian and Greek world views, the Copernican Revolution and the rise of modern science. In addition, students consider contemporary environmental issues such as preservation versus resource utilization, population growth, deforestation pressures, nuclear technology and genetic engineering. (3) (LA)

**LAS 296. War and Peace.** This course examines one of the major social ills that continues to plague human beings – the problem of war and peace. How have humans over the years accounted for interstate violence? What remedies and processes have humans designed over the years to bring about a condition of peace? (3) (LA)

**LAS 321. The Novel.** In this course students read and discuss English, American and European novels. (3) (LA)

**LAS 323. The Drama.** In this course students study a selection of dramatic works ranging from Classical Greece to the present. Students engage with a selection of recurring issues central to the human experience as part of considering how the communal experience of "the theater" can help us to understand ourselves, others and the world. (3) (LA)

**LAS 324. Becoming Human.** This course explores central aspects of being human. Students examine masculine and feminine identity and their roles in the world as worker, doer, healer and quester. The purpose of the course is to deepen awareness of what it means to become fully human. Readings are drawn from philosophy, psychology and literature. (3) (LA)

**LAS 330. Era of the Russian Revolution.** This course examines the rise, dominance and decline of Soviet Communism in the 20<sup>th</sup> century. Students study the economic, political and social conditions that led to revolution; the ideologies that spurred men and women to action; the personalities involved; the nature of the Communist state that resulted; the reaction of the rest of the world; the revolutions of the 1930s and 1950s and the future of Communism. The focus is on careful analysis and discussion of literature, films, music and art – vehicles for understanding communism and Russian life and culture. (3) (LA)

**LAS 331. Chaucer.** This course introduces students primarily to Geoffrey Chaucer's Canterbury Tales and peripherally to the author's life and times. Through a close reading of selected tales, reactionary and analytical writing and individual and group oral presentations, students immerse themselves in Chaucer's stories of a group of pilgrims setting off from London on a pilgrimage to the shrine of St. Thomas Becket, buried in Canterbury. The tales at once reveal the social structure and historical milieu of medieval England, thus broadening student understanding of the medieval world view and, by implication, our own, and prompt discussion about life choices, philosophies and attitudes. Simultaneously, students gain further experience in critical reading, thinking, writing and speaking. (3) (LA)

**LAS 333. American National Character.** In this course we look into some of the works, from Tocqueville's Democracy in America to Balla's Habits of the Heart, in which travelers, novelists and social scientists have tried to describe, explore and explain the uniquely American character. (3) (LA)

**LAS 334. Fiction and Film.** This course examines five novels critically in terms of the authors' lives and the society of the time, and then considers the films made from these novels. (3) (LA)

**LAS 335. Culture and Individuation.** In this course, students consider the factors and processes that aim to make us all the same as well as those that make each of us unique. Readings are drawn from the literature of mythology, philosophy and the human and biological sciences. (3) (LA)

**LAS 336. American Woman Writers.** How many 19<sup>th</sup> and 20<sup>th</sup> century women writers can you name? This course will explore the works and contributions to American literature of some well-known and lesser-known women writers. We will consider several questions. Is there a tradition of American women writers? Do these writers have issues, concerns and themes in common? What are some of the historical and cultural forces that have shaped these writers? Do they speak to our own lives – as men and women – at the start of the 21<sup>st</sup> century? Students will respond to texts in a variety of writing experiences (journals, essays, fiction and poetry), develop

confidence and competence as readers and writers and gain an appreciation for, and enjoyment of, the texts and the writers. (3) (LA)

**LAS 337. Introduction to Greek Mythology through Literature and Film.** Students examine Greek mythology from several points of view and then see how Greek writers employed myths in several different plays. These plays will be studied as films. (3) (LA)

**LAS 341. Studies in Leadership.** This course takes a biographical and theoretical approach in exploring the origins and nature of effective leadership. In particular, the course examines the lives of representative "leaders" in selected fields – including the military, business, education, the arts and health care – in order to identify the characteristics of effective leadership and to determine whether those characteristics are innate or learnable. (3) (LA)

**LAS 413. Irish Literature Since 1900.** This course considers the literature that emerged from 20<sup>th</sup>-century Ireland, literature formed both by the search for a national identity and by universal forces that transcend both time and place. Through reading and discussion of a selection of Irish fiction, drama and/or poetry, we gauge the power of the word to entertain, to communicate, to self-preserve and even to wage war. Assignments include journal responses, analytic essays and a final panel discussion of a motif traced throughout the readings during the semester. (3) (LA)

**LAS 415. Classical Children's Literature.** This course introduces the student to the formulation of archetypes as they appear in a culture from the earliest fables and mythologies. In the study of the classics of what we now term "children's literature," the students find foundational ideas regarding systems of authority, cultural characteristics, emerging forms of narrative, metaphorical expressions in basic symbolism and the essential ideology that worth in humanity is measured in talent, intelligence and actions. (3) (LA)

**LAS 611. Health Care and Human Values.** This is a capstone course that provides the students with an opportunity to integrate their recently gained insights about their professional experience with works of great literature that raise questions about man's place in the universe – or, at the very least, in the health professions. This course will synthesize the students' professional and general education work to this point. (3)

**Prerequisite:** Successful completion of Pharm.D. curriculum up to the fifth year

**LAS 861. Critical Thinking.** The purpose of this course is to engage students in the process of thinking more critically. Critical thinking requires knowledge of one's predispositions; hence, the course begins with a focus on self-awareness and moves to writing and critiquing samples of inductive and deductive reasoning. Special themes in this course will include the logic behind the scientific methods, the pervasive nature of cultural assumptions and political hype. Collaborative work is encouraged throughout the course. (3) (LA)

**LAS 891. Vietnam War.** This course examines America's longest war: its background, course and conclusion; the war on the battlefield and the war at home; and the costs and consequences for both the United States and Vietnam. The course will examine fiction, journalism, historical analysis, political theory, film and popular music. (3) (LA)

**LAS 892. Introduction to Dramatic Arts and Stagecraft.** An introduction to the dramatic arts, including analysis of plays, creation of dramatic texts and performances of dramatic texts. In addition, students attend an off-campus production of a play. (3) (LA)

**LAS 912. Evolution of Society and Human Health.** This course is designed to educate students about the relationship between society, culture and human biology through examination of the history of human health as it has been influenced by urbanization. The course begins with the earliest human societies and traces the history of human health in hunting/gathering societies, agricultural societies, medieval cities, industrial cities and cities today. Approximately half the course focuses on health in modern cities and developed nations. (3) (LA)

**LAS 913. The Indian in American History.** This course examines how Native American peoples came to the continent (examined through their own myths and modern anthropological interpretations) and the cultures that developed before 1492. The bulk of the course examines chronological historical interaction between Europeans and natives after 1492 and the way this affected the cultures of both groups. (3) (LA)

**MAT 110. Mathematical Concepts.** This course covers descriptive statistics, the normal distribution, sampling, distribution to the mean, interval, estimates of the mean and hypothesis

test of the mean. Also covered are relationships that are linear, exponential, logarithmic or rectangular hyperbolic. Linear regression is used to fit zero (linear), first (exponential) and second (inverse proportional) order relationships. Much of the data used in the course will be generated in one of the science lab courses. Generating and interpreting computer output will be an integral part of the course. (3)

**Prerequisites:** Pre-Calculus

**MAT 111. Calculus.** This course is a study of algebraic and transcendental relations, with emphasis on applications in the physical sciences. Limits, differentiation, applications of derivatives, related rates, implicit differentiation, integration by substitution and applications of integration will be the main topics covered. (3)

**MAT 115. Introduction to Laboratory Data.** This course introduces the mathematics needed to collect and describe data from laboratory sciences. The course covers assessment and evaluation depart measurement and experimental error and descriptive statistics. It also covers evaluating, solving and graphing relationships that are linear, exponential and logarithmic. Linear regression is used to fit data for zero (linear) and first (exponential) order processes. (2) Laboratory

**MAT 121. Calculus I.** This is the first course in a two-semester sequence of calculus involving the study of algebraic and transcendental relations, with emphasis on applications in the physical sciences. Limits, differentiation, applications of derivatives, related rates, implicit differentiation, integration by substitution and application of integration will be the main topics covered. (4)

**Prerequisites:** Pre-Calculus

**MAT 145. Elementary Statistics.** This course covers general statistical methods used in the collection, presentation, analysis and interpretation of statistical data. It includes measures of tendency, dispersion, probability theory, probability distributions, central limit theorem, hypothesis testing on proportions and means, ANOVA, regression analysis and correlation. This course will require statistical applications using Excel and TI statistical functions. Applications in biology, chemistry, health care and pharmaceutical sciences will be explored. (4)

**MAT 211. Calculus II.** This course is a continuation of MAT 121 and is a study of algebraic and transcendental relations, with emphasis on applications in the physical sciences. Transcendental functions, applications of integration, integration techniques, infinite series and sequences, plane curves, parametric equations and polar coordinates will be the main topics covered. (4)

**Prerequisite:** MAT 121

**MAT 227. Statistics.** This course in statistics for analysis of biomedical data explores probability and sampling distributions, hypothesis testing and estimation of the mean(s) and proportion(s), and simple linear regression and correlation. Generating and interpreting computer output will be an integral part of the course. (3)

**Prerequisites:** MAT 110 or an elementary statistics course

**Prerequisite:** MAT 110 or an elementary statistics course

**Lecture**

**PAD 311. Financial Accounting.** A study of the accounting cycle, including preparation but focusing on analysis of the income statement and balance sheet, price level problems, ratio analysis, fund flow, cash flow, inventory costing and depreciation. (3)

**PAD 315. Computer Concepts in Pharmacy.** This course prepares students for the use of computers in a pharmacy practice. The class will discuss hardware, software, computer personnel, how to acquire systems, pharmacy functions and pharmacy software. Students will visit systems in operation at other sites. The class will examine ongoing uses of computers in pharmacy as well as future applications. (3)

**PAD 316. Pharmacy Management.** This course gives the future pharmacy practitioner a basic understanding of sound management principles and skills for the operation of any pharmacy. (3)

**PAD 317. Principles of Management.** Analysis and description of management principles and processes from the classical and behavioral points of view. Suggested topics include job satisfaction, turnover, productivity, motivation, job design, staffing, performance appraisal, leadership and communication. (3)

**PAD 318. Organizational Management Theory.** This course is about organizations – large and small, simple and complex, profit and nonprofit – from the position that organizational theory can

explain the structure and functioning of a great variety of different establishments. The course aims to systematize a rapidly growing body of knowledge about organizations and to show how this knowledge can be applied to the practical work of designing effectively performing organizations. Focus will take place on the individual or groups of individuals, to the extent that their behavior affects the organization they are operating in or are themselves affected by the way the organization is functioning. (3)

**PAD 322. TOM in Health Care.** This course provides students with an overview of total quality management (TQM) theory and techniques. This study of TOM focuses on the health care services sector. The concept of quality is examined from two perspectives: medical error reduction and optimal health care outcomes. Special consideration is given to the application of TOM to the delivery of pharmaceutical care. The TOM movement has revolutionized industry during the past 20 years. The manufacturing sector of the U.S. economy was first to adopt TOM processes. The services sector, however, has not embraced TOM to the same extent. The health care services industry has much to gain from the adoption of TOM. With increased scrutiny from government and a demand for greater accountability from payers and patients alike, the health care services industry has begun to accelerate the adoption of quality improvement initiatives. (3)

**Prerequisite:** ECN 217

**PAD 323. Use and Abuse of Persuasion in Advertising.** This course examines the various dimensions of advertising, giving special attention to the context of the pharmacy industry's manipulation of classical and modern rhetoric. (3)

**PAD 324. Designing Effective Web Sites.** This course will examine the history, structure and workings of the Internet, with an emphasis on the World Wide Web. Students will learn to evaluate the content and design of Web sites and then use this knowledge to design effective Web sites of their own. (3)

**PAD 325. Issues in Health-System Administration.** Successful administration of pharmacy practice in a health system requires attention to many issues. Finance and cost-containment, quality improvement, government regulations, industry trends and human relations are all significant factors that impact upon the administration of a pharmacy department. This course examines the various skill sets required for administration of a health-system pharmacy. Examples of topics discussed in the course include procurement, formulary management, automation and information technology, reimbursement and human relations. (3)

**Prerequisite:** ECN 217

**PAD 326. Topics in Technology.** This course provides students with an understanding of several key areas of computer technology. The course begins with a general overview of computer technology and hardware design and then focuses on several key business software applications (e.g., spreadsheets and databases). The concept of databases is extended into a discussion of the use and design of management information systems. The application of technology in health care and pharmacy, for both distributive functions and information management applications, also is presented. (3)

**PAD 333. Social Aspects of Health Care.** This course educates students about the relationship between human health and society, economics, politics, ideology and biology through examination of the history of human health policy and contemporary issues. (3)

**Prerequisite:** ECN 217

**PAD 351. Introduction to Sales and Marketing in the Pharmaceutical Industry.** This course will provide students with a basic understanding of the pharmaceutical industry, with an emphasis on pharmaceutical sales and marketing. Attention also will be given to areas such as manufacturing, government regulations and research, and their relevance to pharmaceutical sales and marketing. The student will have an understanding of how these areas relate to pharmaceutical industry customers such as hospitals, practitioners, managed care organizations, employers, insurance companies, long-term care and consumers/patients. Emphasis will be placed on the student's ability to understand the pharmaceutical industry and its customers, and to apply this knowledge in sales and marketing situations. (3)

**Prerequisites:** ECN 217 and PSY 201

**PAD 368. Qualitative Research Methods.** The goal of this course is to give students an opportunity to learn how to design, implement and interpret results from qualitative research.

Applications of qualitative research will be discussed, providing students with firsthand knowledge of practices in market research and community needs assessment. The methods learned in this course also will be applied to a student-selected group research project, culminating in a presentation. (3)

**PAD 391. Topics in Public Health.** This course will provide students with a basic understanding of the public health component of the U.S. health care system. Students will be introduced to the historical development of public health (e.g., food and water safety, sanitation and disease monitoring). The current U.S. public health system – both at the state and federal levels – will then be discussed. Key measures of public health will be covered, with an emphasis on disease prevention and in areas where pharmacists contribute to public health goals (e.g., immunization programs). Open to students in years three, four and five only. (3)

**PAD 393. Introduction to Epidemiology.** This is an introductory course in the methods of epidemiology in health care. Epidemiology is the study of the distribution of diseases and the discovery of factors that determine the causes, spread and prevention of disease. This course will provide an introduction to the major analytical methods, calculations and research methods commonly used in epidemiology. The course also will provide many current applied examples of how epidemiology is being used to evaluate contemporary health issues, with special emphasis on the role of prescription drugs and pharmacy services in selected diseases. (3)

**Prerequisites:** COM 115 and MAT 110 or equivalent

**PAD 415. US and Global Healthcare Systems –** his course presents a systematic comparative analysis of the evolution, administrative structure, finance, and provision of medical care in selected countries throughout the world. Equity/inequality and the current and looming effects of globalization will be explored. Health and illness are familiar concepts to all of us, but we are used to thinking of them as biological phenomena. This course will expand your understanding of health and illness by looking at them as socio-cultural and socio-economic phenomena. Important differences rooted in culture, ethnicity, social, economic and political factors will be examined to encourage innovative "framing" of U.S. health public policies. This course presents and facilitates the development of an analysis of major health service delivery and management issues from an international perspective. Each country in the world possesses and implements a unique health service delivery system. While there may be many factors, components and issues in common, there are nonetheless many differences. It is important to learn about and analyze other country's healthcare systems, to learn how they treat similar issues and to discover innovations. Improvement often comes through change and innovations, and this study will not neglect the opportunity to learn from others, especially those middle and lower income countries implementing interesting and innovative reforms. By utilizing a comparable model of exploration, we will gain an understanding of the similarities and differences of industrial countries, third world countries and tribal programs in the US. (3)

**PAD 511. Jurisprudence.** This course provides an overview of the history of drug law in the United States. The current federal and New York State laws are reviewed in depth with a focus on passing the MPJE exam. (3)

**PAD 512. Business Law.** This course provides information on aspects of the legal system, the law of contracts, property, wills and estates; legal aspects of sole proprietorships, partnerships and corporations; landlord/tenant law and negotiable instruments. (3)

**PAD 521. Pharmacy Administration.** Effective administration in pharmacy is contingent upon an appreciation for and understanding of the pharmaceutical industry, pharmacy industry stakeholders and the people involved in pharmacy. Failure to appreciate any one of these three components will lead to less than effective administration and leadership. In keeping with this concept, this introduction to Pharmacy Administration has been designed to focus broadly on the health care industry, with particular emphasis on pharmacy, the stakeholders in health care and organizational dynamics. Some of the topics covered include an overview of inventory control, business plan development, reimbursement methodologies for pharmacy benefits and total quality management. Topics related to organizational theory will be reviewed, including supervision and diversity in the workplace and performance evaluation. The overall purpose of the course is to prepare students to be knowledgeable about, and sensitive to, the issues concerning pharmacy from all perspectives and to help develop personal leadership skills. (3)

**PAD 753. Pharmacoeconomics and Health Outcomes.** This course will provide students with

an introduction to the principles and techniques of pharmacoeconomics and health outcomes evaluation. First, it builds on the economic principles presented in health economics to describe the major components of the U.S. health care system. Building on that foundation, the course introduces techniques used for evaluation of health care interventions. These methods provide the basis for measuring and assessing the economic and non-economic consequences of healthcare interventions, particularly drug therapy, and pharmaceutical services. Examples of some of the economic methods include: cost of illness analysis, cost-minimization, cost-effectiveness, cost-benefit and decision analysis. Non-economic methods include general and disease specific quality-of-life (QOL) assessments (e.g. surveys) and health status measurement. Students also will demonstrate the ability to critique published studies which use pharmacoeconomic or health outcomes techniques, assessing the quality of the research and drawing relevant conclusions. (3)

**Prerequisites:** ECN 217

**PAT 311. Pharmaceutical Analytical Techniques I.** This course serves as an introduction to some of the major techniques used in the qualitative and quantitative analysis of pharmaceuticals. The techniques will mostly be limited to a variety of spectrophotometric and chromatographic methods and mass spectrometry. The laboratory portion will focus on the operation, calibration and potential applications of related instruments. The control of the quality of the analytical methods utilizing these instruments in terms of precision, accuracy, selectivity and sensitivity also will be discussed where applicable. (3)

**Prerequisite:** CHE 221

**PAT 312. Pharmaceutical Analytical Techniques II.** This course serves to apply the principles encountered in Pharmaceutical Analytical Techniques I to common experimental applications in the pharmaceutical sciences. Some of the experiments will require the application of multiple techniques over the course of two or more weeks to complete. Experiments may include dissolution studies, stability studies, drug content uniformity, active pharmaceutical ingredient and formulation characterization studies, tablet processing and characterization, cytotoxicity studies and recombinant DNA technology. (3)

**Prerequisite:** PAT 311

**PHD 211. Immunizations and Emergency Preparedness.** This course provides students with the opportunity to learn and practice the knowledge, skills and attitudes necessary to develop and implement immunization practices into any pharmacy setting and to assist the community with emergency preparedness planning and response. The course begins by addressing the role of the pharmacist in immunizations. Students learn about available immunization resources and the practical issues regarding immunization program development, including legal and regulatory issues, documentation, marketing and compensation. Students learn about vaccine-preventable diseases and available childhood, adolescent and adult vaccines as well as practice identifying, preventing and resolving medication-related problems related to immunizations. Students are required to administer both subcutaneous and intramuscular injections. A portion of the course time is spent assisting with an immunization-related project in the community. Through this project, students will work as part of the health care team to advocate, facilitate or assist other health care providers with the delivery of immunizations to include drug therapy, and pharmaceutical services. Examples of some of the economic methods include: cost of illness analysis, cost-minimization, cost-effectiveness, cost-benefit and decision analysis. Non-economic methods include general and disease specific quality-of-life (QOL) assessments (e.g. surveys) and health status measurement. Students also will demonstrate the ability to critique published studies which use pharmacoeconomic or health outcomes techniques, assessing the quality of the research and drawing relevant conclusions. (3)

**Prerequisites:** ECN 217

**PHD 410. Drug Information--** This course addresses drug information retrieval, analysis and application. It will instruct students how to obtain and evaluate primary and secondary literature as it relates to the provision of pharmacy/pharmaceutical care. Through the lecture series, students will acquire knowledge of library resources, study design, biostatistics using relevant examples and a method of drug literature evaluation. Two written assignments will provide students an opportunity to apply knowledge learned during lecture and develop literature retrieval and evaluation skills using examples from primary and secondary literature. Students will also be introduced to general drug information topics including: the approach to answering

drug information questions, adverse drug event reporting, medication use evaluation and evidence based medicine. Knowledge and skills developed in this course will prepare students for subsequent IPS workshops, seminar and pharmacotherapy course offerings. (2)

**Prerequisite:** Successful completion of third year.

**PHD 451. Pharmacist-Assisted Tobacco Cessation.** This clinical elective provides students with the necessary knowledge and skills to provide comprehensive tobacco cessation counseling to patients who are current or former tobacco users. The course approaches the concept of nicotine addiction from a pharmacologic, physiologic and psychological perspective. Communication and problem-solving skills are developed in the classroom and enhanced via participation in a tobacco cessation clinic. Upon completion of the course, students will demonstrate competency in tobacco cessation encounters, including assessing a person's readiness to quit, applying tailored strategies to assist patients with quitting and selecting appropriate tobacco cessation aids. (1)

**PHD 511. Pharmacotherapy III (PT III).** Part III is the third in a series of four courses that focus on the therapeutic management of disease states, with emphasis on rational drug therapy and the appropriate monitoring of drug therapy. The student is expected to use the processes for identifying drug-related problems learned in Pharmacotherapy I. During class sessions, the instructor will facilitate discussions about how the students identified drug-related problems and formulated patient-centered care plans. Students also are responsible for material in other courses that is relevant to the case being discussed. The laboratory portion of the course emphasizes extemporaneous compounding techniques as well as oral and written communications skills, DUR identification and resolution, prescription dispensing and medication error detection. (6)

**Lecture, Laboratory and Recitation**

**PHD 521. Pharmacotherapy IV (PT IV).** PT IV is the last in a series of four courses that focus on the therapeutic management of disease states, with emphasis on rational drug therapy and the appropriate monitoring of drug therapy. Students will acquire in-depth knowledge about therapeutic management of complex disease states. The majority of the course will be lecture-based and will require students to integrate knowledge learned in other courses such as Pharmacapeutics, Physiology/Pathophysiology, Pharmacology/Medical Chemistry and Pharmacotherapy I, II and III, as well as learn new therapeutic-based information. The course will build on the development of the student's patient assessment, patient monitoring, documentation of patient-centered care plans and counseling skills through recitation activities. (6)

**Lecture and Recitation**

**PHD 516. Seminar II.** This course consists of presentations by Pharm.D. students. The seminar is designed to assist students in the research, literature evaluation and exchange of information on topics relevant to clinical pharmacy practitioners and educators, and to provide practical experience in the techniques of preparation and presentation of scientific material in a seminar setting. (1)

**Prerequisites:** Drug Information, Seminar I and concurrent enrollment in Pharmacotherapy III

**PHM 225. Foundations of Pharmacy.** A dynamic experiential introduction to the profession of pharmacy. Coursework is a combination of online activities and experiential activities designed to expose students to a comprehensive vision of pharmacy practice. Most importantly, this course formally introduces the concept of professionalism and serves to initiate the professionalization of all students in the Pharm.D. program. Topics for student activities and reflection will include the history and future of pharmacy, professionalism, patient-centered care, medical terminology, information literacy, pharmacy in the media, career planning, cultural competency, jurisprudence and addition in health care professionals. Students will be given the opportunity to develop empathy for patients through experiential assignments. This course is a prerequisite for the Introductory Pharmacy Practice Experience. (1)

**PHM 310. Pharmacaceutics I.** The didactic part of this course studies the basic principles of pharmaceuticals and physical pharmacy. The topics include equilibrium phenomena in pharmaceutical solutions; dispersed systems; reformulation, formulation and dosage form design; new drug discovery and development strategies. The laboratory part of the course includes compounding and related pharmaceutical calculations. (4)

**Prerequisites:** BIO 111 and 121, CHE 111 and 121, CHE 211 and 221, CHE 113, MAT 111,

PHY 245 or permission of instructor

**Lecture and Laboratory**

**PHM 320. Pharmaceutics II.** The didactic part of this course studies the application of physical pharmacy principles to the development of dosage forms and drug delivery systems. The topics include biopharmaceutics and routes of administration; solutions, suspensions, emulsions and other liquid dosage forms; semi-solid dosage forms; solid dosage forms; advanced drug delivery systems and radiopharmaceuticals. The laboratory portion of the course includes sterile products, remaining topics in compounding and related pharmaceutical calculations. (3)

**Prerequisite:** PHM 310 or permission of instructor

**Lecture**

**PHM 322. Pharmacy Marketing.** This course examines and identifies characteristics of the pharmaceutical marketing process. After exploring market behavior, motivation factors affecting the market and analytical techniques of market investigation, the class covers marketing institutions in the pharmaceutical industry, competitive practices and a comparison of external and internal controls. (3)

**Lecture and Laboratory**

**PHM 320. Self-Care/OTC--** This course will guide the student through an interactive approach to self-care. An appreciation of the pharmacist's role in self-care will be taught with an emphasis on a patient case problem-solving model to aid in the triaging of patients and self-care therapy selection. Treatment options that will be discussed will range from non-drug therapy to non-prescription medications and devices to herbal products and dietary supplements. (3)

**PHM 421. Pharmacokinetics.** Pharmacokinetics is the study of the mathematical time course of absorption, distribution, metabolism and elimination in the body using compartmental and noncompartmental analysis. Topics include general concepts of one- and two-compartment models, linear and nonlinear pharmacokinetics and statistical moment theory. Emphasis is placed on determination of pharmacokinetic parameters from plasma/urine data following administration of single or multiple intravenous bolus injections, intravenous infusion and oral administration. Additionally, the course includes the study of bioavailability and bioequivalence of drug products, pharmacokinetic-pharmacodynamic correlations and adjustment of dosing regimen in patients with renal and hepatic impairment. (3)

**Prerequisites:** PHM310 and 320

**PHM 432. Evidence-Based Approach to Dietary Supplements.** This course will examine and discuss the scientific evidence supporting the use of dietary supplements. Background topics including legal and regulatory issues, trends in supplement use, information resources and evidence-based medicine will be discussed. Specific dietary supplements, grouped into categories, will be reviewed, with an emphasis placed on evaluating the available scientific evidence supporting their safety and efficacy. The various roles of the pharmacist in providing care to patients using dietary supplements will be stressed throughout the course, including using an evidence-based approach to addressing patient care scenarios. (3)

**Prerequisites:** PHD 414 and PHD 411

**PHM 450. Drug Discovery and Development.** This course is a multi-disciplinary course that will deal with all components of drug discovery and development, from the bench to the bedside. This will include pharmacology, medicinal chemistry, molecular biology, biochemistry, immunology, formulation, delivery, pharmacodynamic, pharmacokinetic, regulatory affairs, clinical research, marketing, business development, sales, medical affairs and patent filing. The course will be presented by the instructor and experts and executives from various pharmaceutical and biotechnology companies (moderated by the instructor). (2)

**Prerequisites:** BIO 325, CHE 113 and concurrent BIO 411, 412, 421 or 422

**PHM 535. Cancer Screening, Prevention and Early Detection.** The clinical practice guidelines from the National Comprehensive Cancer Network for the screening, prevention and early detection of breast, cervical, prostate and colorectal cancers will be discussed in detail, with emphasis on the role of the health care professional. Cancer epidemiology, cost-effectiveness of cancer screening, complementary alternative medicine and lifestyle modifications including smoking cessation and skin cancer prevention, also will be reviewed. Students will be expected to participate in clinical controversy discussions as assigned from the primary literature in a structured debate format. Seminar is not a prerequisite for the course, and primary literature

evaluation activities will be tailored to the needs and background of students enrolled in the course (both Pharm.D. and B.S. students are eligible to enroll). Each student debate team will choose a cancer screening/prevention/early detection topic of their interest to lead one of the assigned debates (approximately 50 percent of the course is interactive). One volunteer activity required as part of the course to increase public health awareness of cancer screening, prevention and early detection and encourage service learning. (3)

**PHM 911. Orientation to Advanced Pharmacy Practice Experiences.** This course provides students with preparation to select and satisfactorily complete their advanced pharmacy practice experiences. Students will meet experiential education personnel and will prepare a personal biosketch and placement profile. Students will review the Clerkship Manual, which covers the clerkship calendar; required and elective module requirements; rotation assignment procedure; goals and objectives for advanced pharmacy practice experiences; procedures for assignment to extramural and special arrangement rotations; student guidelines; midpoint and final evaluation procedures; academic regulations; electronic resources on the Web site and clerkship portfolio. Students will learn about different practice environments, including community, institutional, specialty practices in ambulatory care or inpatient settings, managed care and administration, that they may consider as potential clerkship options. (0)

**PHY 212. Physics I.** This course is the first part of a two-semester physics sequence. Basic principles underlying physical phenomena will be studied. These principles form a foundation of our understanding of chemistry, biology and pharmaceutical sciences. Emphasis will be on solving qualitative and quantitative problems using a variety of mathematical methods. The topics will include one- and two-dimensional kinematics; Newtonian dynamics; work and energy; linear momentum; physics of fluids and solids; oscillations and waves; and applied nuclear physics. The laboratory portion of the course complements its theoretical component and will in particular familiarize students with modern experimental techniques and skills including computerized data collection. (4)

**Prerequisites:** MAT 110 and 121, or permission of instructor

**PHY 222. Physics II.** This course is the second part of a two-semester physics sequence and a continuation of Physics I. Basic principles underlying physical phenomena will be studied. These principles form a foundation of our understanding of chemistry, biology and pharmaceutical sciences. Emphasis will be on solving qualitative and quantitative problems using a variety of mathematical methods. The topics will include foundations of thermodynamics and kinetic theory; electricity and magnetism; electromagnetic waves and elements of physical and geometrical optics. The laboratory portion of the course complements its theoretical component and will, in particular, familiarize students with modern experimental techniques and skills including computerized data collection. (4)

**Prerequisites:** PHY 212, MAT 110, 121 and 211, or permission of instructor

**Lecture and Laboratory**

**PHY 245. Physics for Life Sciences.** This course is a one-semester algebra-trigonometry-based introductory physics course. Fundamental principles underlying physical phenomena will be studied. These principles form a foundation of our understanding of chemistry, biology and pharmaceutical sciences. Emphasis will be on solving qualitative and quantitative problems using a variety of basic mathematical methods. The topics will include kinematic description of motion, Newtonian dynamics, the concepts of work and energy, energy conservation law, mechanics of fluids, introduction to nuclear physics; heat and temperature, charges and Coulomb's Law, introduction to electric circuits and geometrical and physical optics. The laboratory portion of the course complements its theoretical component and, in particular, will familiarize students with modern experimental techniques and skills including computerized data collection. (4)

**Prerequisites:** MAT 110 and 111, or permission of instructor

**Lecture and Laboratory**

**PSG 231. Real World Healthcare--** This course will discuss the role healthcare in improving human health and compare the US healthcare system to that of various healthcare systems of the world. Topics considered will be disease prevention vs. treatment, comparison of the US healthcare system to those of other developed countries and the current status of health care in developing countries. Discussions will focus also on healthcare for people of varying economic



and social classes, ethnicity, and with different diseases/ailments. We will look at these components and compare the attitudes and practices of the various healthcare systems around the world. Class time will be divided between online discussions, student based presentations and seminar style discussions. The course is designed to be relevant to students who are considering a career in medicine. (3)

**PSC 410. Independent Research I.** Students will pursue a laboratory-based project in a research area selected to appropriately match their chosen career goals. In conjunction with work in Scientific Communication, students will perform an in-depth literature search and develop a testable hypothesis. The student and mentor then will work together to define a series of experiments that can be conducted to test the hypothesis. The student will learn the necessary techniques, conduct the experiments and analyze the data under the guidance of the mentor. Work on the project is continued in Independent Research II. (3, graded pass/fail)

**Prerequisite:** PAT 312

**Corequisite:** PSC 417

**PSC 417. Scientific Communication.** This course will familiarize students with the methods used in delivering scientific information to a variety of audiences. The characteristics of clear, concise and organized oral presentation and writing in each type of scientific forum will be examined through review and evaluation of scientific literature, sample grant proposals and observation and discussion of scientific seminars. Written work will include discussion of, and practice with, abstracts, proposals, posters and scientific papers. Oral communication skills will be developed by observation and evaluation of research-focused student seminars, and practiced through delivering a seminar. Literature research for this course will serve as the foundation for the research performed as part of Independent Research I and II. The student seminar must describe the proposed research. (3)

**Prerequisites:** PAT 311, 312

**Co-requisites:** PSC 410

**PSC 420. Independent Research II.** Students will pursue a laboratory-based project in a research area selected to appropriately match their chosen career goals. In conjunction with work in Scientific Writing, students will perform an in-depth literature search and develop a testable hypothesis. The student and mentor then will work together to define a series of experiments that can be conducted to test the hypothesis. The student will learn the necessary techniques, conduct the experiments and analyze the data under the guidance of the mentor. Work on the project is continued from Independent Research I. (3, graded pass/fail)

**Prerequisite:** PSC 410

**Co-requisite:** PSC 421

**PSC 421. Research Seminar.** This course is designed to further develop students' skills in effective presentation of scientific data. Emphasis will be on the analysis of original student research data, the process of forming scientific conclusions and/or hypotheses based on the data, and the dissemination of the information in the form of a research seminar. Students also will participate in the evaluation process of other student research presentations. (3)

**Prerequisites:** PAT 311, 312 and PSC 410

**Co-requisite:** PSC 420

**PSC 431 Foundations of Pharmaceutical Sciences** This introductory course is an elective for BS Pharmaceutical Sciences students. The course reviews the foundational topics in Pharmacology/Medical Chemistry, setting the stage for subsequent courses in Pharmacology/Medical Chemistry. Topics covered include principles of receptor and ligand interactions, dose response curves, pharmacokinetics (absorption, distribution, and elimination of drugs), pharmacodynamics (drug concentration and effect), biotransformation of drugs, enzyme polymorphisms, and factors affecting drug action. (2)

**PSC 432 Pharmacology I** This course is an elective for all Pharmaceutical Sciences students. The course covers major drug classes, including antibiotics, anti-virals, anti-neoplastics, and drugs which act within the gastrointestinal tract. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of model compounds from each drug class will be considered. (2)

**PSC 433 Pharmacology II** This course is an elective for all Pharmaceutical Sciences students. The course covers major drug classes, including NSAIDs, antihistamines, drugs used to treat

asthma, calcium disorders, drugs used to treat hypothalamus, pituitary, and thyroid problems, anti-androgens, anti-estrogens and progestins, drugs used to treat diabetes and hypoglycemia, muscarinic, nicotinic, and adrenergic agonists and antagonists. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of each drug class will be considered. (3)

**PSC 434 Pharmacology III** This introductory course is required for all Pharmaceutical Sciences M.S. graduate students (Pharmacology Track). The course covers major drug classes, including antihypertensives, diuretics, anti-dyslipidemics, anti-arrhythmics, anesthetics, sedative hypnotics, antidepressants, antipsychotics, anti-seizure drugs, analgesics, and anti-Parkinson agents. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of each drug class will be considered. This introductory course is required for all Pharmaceutical Sciences M.S. graduate students (Pharmacology Track). The course covers major drug classes, including antihypertensives, diuretics, anti-dyslipidemics, anti-arrhythmics, anesthetics, sedative hypnotics, antidepressants, antipsychotics, anti-seizure drugs, analgesics, and anti-Parkinson agents. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of each drug class will be considered. (3)

**PSC 445 Drug Discovery and Development.** A multi-disciplinary course that will deal with all components of drug discovery and development including pharmacology, medicinal chemistry, molecular biology, drug formulation, drug delivery, pharmacokinetics, regulatory affairs, clinical research, marketing, business development, sales and patent filing. Students will register for PHM 459 and will be required to complete additional assignments. (3)

**PSC 451. Scientific Literature Evaluation - SLE** has been designed to provide multiple opportunities for students to give short presentations that focus on data analysis and literature evaluation. This course will enhance and extend the learning activities that are initiated in the Drug Information (DI) course. Each section will be focused on a specific topic or body of knowledge with faculty and students sharing responsibility for choosing the articles for their class section. Students will be expected to prepare sections of each article for presentation and to actively participate in discussions. Students will develop evaluation and presentation skills throughout the course, initially through assigned articles and assigned article sections, then by choosing articles, developing an outline describing how they would present a seminar about the specific topic/article. After class discussions and reviews of the outlines by other students, brief presentations will be made to the class incorporating any changes arising from the student discussions. This gives students a chance to go through the process of evaluation and revision that is so important for developing a seminar. Thus, this course has been designed to build upon the concepts taught in Drug Information, afford students the opportunity to present data on multiple occasions, and organize and present a seminar. (1)

**PSC 631 Foundations of Pharmaceutical Science:** This is an integrated, team taught, introductory course required for all Pharmaceutical Sciences graduate students. The course reviews the foundational topics in Pharmacology/Medical Chemistry, setting the stage for subsequent courses in the Pharmacology and Pharmacokinetics tracks. Topics covered include principles of receptor and ligand interactions, dose response curves, pharmacokinetics (absorption, distribution, and elimination of drugs), pharmacodynamics (drug concentration and effect), biotransformation of drugs and factors affecting drug action. (2)

**PSC 632 Pharmacology I** This introductory course is required for all Pharmaceutical Sciences M.S. graduate students (Pharmacology Track). The course covers major drug classes, including antibiotics, anti-virals, anti-neoplastics, and drugs which act within the gastrointestinal tract. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of model compounds from each drug class will be considered. (2)

**PSC 633 Pharmacology II.** This introductory course is required for all Pharmaceutical Sciences M.S. graduate students (Pharmacology Track). The course covers major drug classes, including NSAIDs, antihistamines, drugs used to treat asthma, calcium disorders, drugs used to treat hypothalamus, pituitary, and thyroid problems, anti-androgens, anti-estrogens and progestins, drugs used to treat diabetes and hypoglycemia, muscarinic, nicotinic, and adrenergic agonists and antagonists. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of each drug class will be considered. (3)

**PSC 634 Pharmacology III.** This introductory course is required for all Pharmaceutical Sciences

M.S. graduate students (Pharmacology Track). The course covers major drug classes, including antihypertensives, diuretics, anti-dyslipidemics, anti-arrhythmics, anesthetics, sedative-hypnotics, antidepressants, antipsychotics, anti-seizure drugs, analgesics, and anti-Parkinson agents. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of each drug class will be considered. (3)

**PSC 641 Advanced Pharmacokinetics I.** This course studies the physical pharmacy and biopharmaceutics, which focus on the physicochemical and biological factors that impact drug delivery and formulation design. These principles and theories are the foundations for drug candidate selection, preformulation, formulation design, drug absorption and transport study, drug delivery system design and targeted drug delivery. (3)

**PSC 642 Advanced Pharmacokinetics II.** This course applies the physical, chemical and biopharmaceutic principles to study formulation design strategies and drug delivery methods for drug product development. The topics of drug products are organized by solid, semi solid and liquid dosage forms. Drug delivery systems utilizing special routes of administrations, including transdermal delivery, pulmonary and nasal drug delivery, novel drug delivery systems, and targeted delivery are also discussed. (3)

**PSC 651 Pharmaceutical Sciences Journal Club.** Presentations and critique of current literature by graduate students and faculty in a journal club format. The Journal Club is required during both the fall and spring semesters of the first year. (1)

**PSC 661 Research Rotation.** MS students will complete a one semester long laboratory rotation during the first academic year. Students will be expected to spend a minimum of 10 hours per week in laboratory research during the rotation and will complete a rotation through a minimum of 1 lab and a maximum of 2 labs during the semester. This course will facilitate the selection of a thesis research committee. At the end of the rotation students will be required to write a report of the research data produced during the rotation and present a ten minute talk summarizing their research. (2)

**PSC 671 Ethics in Research.** A case-based approach to ethical issues in research, publication, use of animal and human subjects, grant review, etc. as recommended by the National Institutes of Health Office of Research Integrity. This course will be discussion format based on ethical issues involved in the research process. Students will have focused reading on the ethical issues involved in research and then will apply the readings to case studies during discussion. This is an interdisciplinary course to be taught jointly by faculty from the Departments of Pharmaceutical Sciences and Arts and Sciences. (1)

**PSC 672 Experimental Design and Data Analysis.** This course will provide students with a basic knowledge of experimental design and biostatistics. Students will learn how to design experiments and analyze the results. Specifically, it will cover single factor experiments, multiple factors, full factorial and fractional factorial designs and screening designs, the fundamentals of hypothesis testing and relevant biostatistics. (2)

**PSC 731 Neuropharmacology.** This course will discuss the site and mechanism of action of drugs that affect the nervous system. It will focus primarily on drugs that affect the central nervous system, including drugs of abuse, and drugs used in the treatment of neurological and psychiatric disorders. The teaching format will include lectures and small group discussion of primary literature. (2)

**PSC 732 Cardiovascular Pharmacology.** The course will provide a research-oriented perspective of cardiovascular pharmacology. This more critical perspective will be achieved by discussions of classical, revolutionary papers as well as novel papers on debatable issues. The course will be focused on the mechanisms regulating arterial pressure and tissue perfusion under health and disease, with emphasis on how these mechanisms can be modified pharmacologically. (2)

**PSC 733 Pharmacology and Molecular Genetics of Cancer:** A study of the molecular-genetic mechanisms underlying tumorigenesis, including the role of oncogenes, tumor suppressors, and pathogens (viruses and bacteria). Genomic approaches to the study of both hereditary cancers and somatic mutations will be explored. The pharmacology of current cancer therapeutics and the rational design of novel anti-cancer drugs will be discussed throughout the course. (3)

**PSC 741 Advanced Pharmacokinetics:** This course focuses on advanced pharmacokinetics

topics, specifically pharmacokinetic and physiologically based modeling, noncompartmental methods of analysis, pharmacokinetic-pharmacodynamic correlations, metabolite kinetics, clearance concepts, nonlinear pharmacokinetics, toxicokinetics and population pharmacokinetics. (3)

**PSC 761 Thesis Research.** This course consists of an independent research project which has been designed by the student, in consultation with the thesis advisor. The thesis advisor and thesis committee will be selected. The student will then develop a thesis proposal which will be approved by the thesis committee. Once the work has been completed, the student will write and defend the thesis. (8)

**PSC 851 Pharmacology Seminar.** This course consists of focused group discussions of primary literature in a specific area of pharmacology. Emphasis will be placed on critical analysis of data and interpretation of results. Students will present papers, analyze data and create experimental strategies for addressing research problems in the field. (2)

**PSC 852 Pharmaceutics Seminar.** This course consists of focused group discussions of original research papers and review literature in drug delivery systems and formulation design. The course will be divided in four major administration routes (transdermal, oral, pulmonary and mucosal - vaginal and buccal - delivery). Papers illustrating the development and evaluation of lipid-based systems, bioadhesive systems and polymeric particulate systems, will be discussed in the context of their relevance to each route. (2)

**PSL 301. Pharmacy Skills Lab I – Pharmacy Skills Laboratory** prepares Doctor of Pharmacy students to practice skills used in the process of medication preparation and delivery. Skills Lab 1 is first in the series of six courses and focuses on preparing the student to practice as a community intern. The focus of this course is on pharmaceutical calculations and extemporaneous compounding of common dosage forms. Faculty who are licensed pharmacists who have practiced in a variety of health-care settings will facilitate class discussions and demonstrations. The laboratory portion of the course is designed to enhance the student's ability to effectively prepare and dispense compounded products. (1)

**PSL 302. Pharmacy Skills Lab II – Pharmacy Skills Laboratory** is a six-semester course that prepares Doctor of Pharmacy students to provide pharmaceutical care related to safe and effective medication preparation and delivery. The course is designed to instill values, attitudes and skills that enable lifelong intellectual, personal and professional growth. Skills Lab 2 is the second in the series of six courses and focuses on preparing the student to practice as a community intern. The focus of this course is on professional communication, medication dispensing and non-sterile compounding with commercially available products. Students will learn about legal and ethical issues related to community pharmacy practice. The laboratory component allows practice of these principles and skills. The course faculty who facilitate discussions and demonstrations are licensed pharmacists that have practiced in a variety of health-care settings. (1)

**PSL 431. Pharmacy Skills Lab III – Pharmacy Skills Laboratory** is a six-semester course that prepares Doctor of Pharmacy students to provide pharmaceutical care related to safe and effective medication preparation and delivery. The course is designed to instill values, attitudes and skills that enable lifelong intellectual, personal and professional growth. Skills Lab 3 is the third in the series of six courses and focuses on preparing the student to practice as an institutional intern. The focus of this course is on inter-professional communication, dosing, and medication admission and discharge counseling. Students will become familiar with medication preparation and documentation, and technology that is commonly seen in institutional settings. The laboratory component allows practice of these principles and skills. The course faculty who facilitate discussions and demonstrations are licensed pharmacists that have practiced in a variety of health-care settings. (1)

**PSL 432. Pharmacy Skills Lab IV – Pharmacy Skills Laboratory** is a six-semester course that includes both laboratory and lecture components and prepares Doctor of Pharmacy students to provide pharmaceutical care related to safe and effective medication preparation and delivery. These courses are designed to instill values, attitudes and skills that enable lifelong intellectual, personal and professional growth. Skills Lab 4 focuses on the preparation of sterile products. Students will become familiar with IV preparation calculations, sterile technique, IV manipulation and preparation. The laboratory component allows practice of these principles and skills. The

course faculty who facilitate discussions and demonstrations are licensed pharmacists that have practiced in a variety of health-care settings. (1)

**PSY 201. General Psychology.** This survey of basic concepts in psychology acquaints students with the principles of behavior underlying motivation, learning, personality development and normal and abnormal adaptive processes, as well as with experimental and applied approaches to the understanding and modification of behavior. The course emphasizes current concepts regarding factors that influence overall human adjustment. (3)

**PSY 226. Abnormal Psychology.** This course explores psychopathology from several different theoretical perspectives, including behavioral, cognitive, psycho-dynamic and biological. Diagnostic classification, etiological theories and treatment approaches to psychopathology will be reviewed. Special emphasis will be given to a multi-cultural analysis and to incorporation of the new diagnostic system, DSM-IV. (3)

**Prerequisite:** PSY 201 (LA)

**PTP 401. Principles of Pharmacology and Medicinal Chemistry** – This introductory course is required for all Pharm.D. and an elective for BS Pharmaceutical Sciences students. The course reviews the basic core principles of pharmacology/medicinal chemistry, setting the stage for subsequent Integrated Pharmacology/Therapeutics modules which cover specific diseases along with relevant drug classes. Receptors and receptor binding, dose response curves, pharmacokinetics (absorption, distribution, and elimination of drugs), pharmacodynamics (drug concentration and effect), biotransformation of drugs, pharmacogenomics and factors affecting drug action will be discussed. (2)

**PTP 410. Respiratory** -PTPM2 is a 1-credit course focused on respiratory disorders. This is one in a series of 11 courses that examine therapeutic management of clinical disease states within an interdisciplinary sequence consisting of pathophysiology, pharmacology, medicinal chemistry, and pharmacotherapy. Building on concepts learned in Physiology/Pathophysiology I & II and Principles of Pharmacology and Medicinal Chemistry, courses in this series are organized by therapeutic area (e.g. respiratory disorders conditions are the focus of this course). Taught by both basic-science and clinical faculty, course content is integrated to promote an analytical understanding of fundamental drug and disease concepts as well as practice-based therapeutics of respiratory disorders. Emphasis is placed on evidence-based selection of rational therapeutic goals, recommendations, and outcome monitoring while using an integrated knowledge of drug properties and clinical diseases. General knowledge and skills development in this course will prepare students for problem-solving workshops, other courses in the PTPM series, experiential education, and pharmacy practice. (1)

**Prerequisites:** Principles of Pharmacology and Medicinal Chemistry.

**PTP 425. PTPM Endocrine** – PTPM5 is a 2-credit course focused on the endocrinology system. This is the fifth in a series of ten courses that examine therapeutic management of clinical disease states within an interdisciplinary sequence consisting of pathophysiology, pharmacology, medicinal chemistry, and pharmacotherapy. Building on concepts learned in Physiology/Pathophysiology I & II and Principles of Pharmacology and Medicinal Chemistry, courses in this series are organized by therapeutic area (e.g. endocrinology conditions are the focus of this course). Taught by both basic-science and clinical faculty, course content is integrated to promote an analytical understanding of fundamental drug and disease concepts as well as practice-based therapeutics of endocrinology disorders. Emphasis is placed on evidence-based selection of rational therapeutic goals, recommendations, and outcome monitoring while using an integrated knowledge of drug properties and clinical diseases. General knowledge and skills development in this course will prepare students for problem-solving workshops, other courses in the PTPM series, experiential education, and pharmacy practice. (2)

**PTP 431. PTPM GI/Nutrition** – PTPM 4 is a 2-credit course focused on the gastrointestinal (GI) system. This one in a series of 11 courses that examine therapeutic management of clinical disease states within an interdisciplinary sequence consisting of pathophysiology, pharmacology, medicinal chemistry, and pharmacotherapy. Building on concepts learned in Physiology/Pathophysiology I & II and Principles of Pharmacology and Medicinal Chemistry, courses in this series are organized by therapeutic area (e.g. GI conditions are the focus of this course). Taught by both basic-science and clinical faculty, course content is integrated to promote an analytical understanding of fundamental drug, nutritional and disease concepts as well as practice-based therapeutics of GI disorders. Emphasis is placed on evidence-based

selection of rational therapeutic goals, recommendations, and outcome monitoring while using an integrated knowledge of drug properties and clinical diseases. General knowledge and skills development in this course will prepare students for problem-solving workshops, other courses in the PTPM series, experiential education, and pharmacy practice. (2)

**PTP 440. PTPM Cardiovascular** – PTPM1 is a 4-credit course focused on the cardiovascular system. This is the first in a series of 11 courses that examine therapeutic management of clinical disease states within an interdisciplinary sequence consisting of pathophysiology, pharmacology, medicinal chemistry, and pharmacotherapy. Building on concepts learned in Physiology/Pathophysiology I & II and Principles of Pharmacology and Medicinal Chemistry, courses in this series are organized by therapeutic area (e.g. cardiovascular conditions are the focus of this course). Taught by both basic-science and clinical faculty, course content is integrated to promote an analytical understanding of fundamental drug and disease concepts as well as practice-based therapeutics of cardiovascular disorders. Emphasis is placed on evidence-based selection of rational therapeutic goals, recommendations, and outcome monitoring while using an integrated knowledge of drug properties and clinical diseases. General knowledge and skills development in this course will prepare students for problem-solving workshops, other courses in the PTPM series, experiential education, and pharmacy practice. (4)

**Prerequisites:** Principles of Pharmacology and Medicinal Chemistry.

**PTP 446. PTPM Infectious Disease** – PTPM5 is a 4-credit course focused on the treatment of infectious diseases. This is part of a series of courses that examine therapeutic management of clinical disease states within an interdisciplinary sequence consisting of pathophysiology, pharmacology, medicinal chemistry, and pharmacotherapy. Building on concepts learned in Physiology/Pathophysiology I & II and Principles of Pharmacology and Medicinal Chemistry, courses in this series are organized by therapeutic area (e.g. Infectious diseases are the focus of this course). Taught by both basic-science and clinical faculty, course content is integrated to promote an analytical understanding of fundamental drug effects and disease concepts as well as practice-based therapeutics of infectious diseases. Emphasis is placed on evidence-based selection of rational therapeutic goals, recommendations, and outcome monitoring while using an integrated knowledge of drug properties and clinical diseases. General knowledge and skills development in this course will prepare students for problem-solving workshops, other courses in the PTPM series, experiential education, and pharmacy practice. (4)

**SOC 101. Sociology.** The ultimate goal of the course is to develop an understanding of the complexity of the world around us and gain new insight into how that social world functions to shape our behavior. By examining the methods, theories and areas of interest to sociologists, students will gain a general understanding of how they, as scientists, analyze the social world. The beginning of the course will (1) explore the assumptions, theories and methods that sociologists use for gaining greater insight into the social world (2) look at the basic processes that shape the interactions we engage in everyday, and (3) make critical application of theories and methodologies to everyday events and interactions. The remainder of the course will be devoted to the discussing and incorporation of major topical areas within sociology using the theoretical underpinnings. (3)

## ACADEMIC REGULATIONS

### Course Loads

Semester course loads are listed under the Programs of Study section of the Catalog/ Handbook. Once a student is enrolled at ACPHS, all non-elective (required) courses must be taken at the College unless otherwise approved by the Academic Standards Committee. The Academic Standards Committee will consider exceptions only under extenuating circumstances. Students must enroll in the courses required by the curriculum during the year for which they are registered. Credit for cross registration, summer courses, transfer and audited courses, overloads, advanced placement or the College Level Examination Program (CLEP) credit must be approved by the registrar.

### Full-time Students

A full-time student is defined as one who is carrying 12 or more semester hours in each semester. All students are required to carry at least 12 hours unless special permission is granted by the registrar.

### Summer Sessions

Students enrolled at ACPHS in good academic standing may enroll in summer session courses at the College without restrictions. Students on academic probation may enroll in only one course per summer session at the College.

For a student enrolled in 9 or more credit hours during the summer semester, all academic regulations apply. For students enrolled in less than 9 credit hours, grade performance will be factored into their overall academic record and academic status will be determined at the end of the next (fall) semester. A summer course failure results in a probationary status with all the corresponding implications of probation.

A maximum of 10 semester hours of coursework is allowed during any summer semester at institutions other than ACPHS.

### Cross Registration

Both credits and grades for elective courses taken at one of the colleges or universities belonging to the Hudson Mohawk Association of Colleges and Universities will be recorded on the student's ACPHS transcript for fall and spring semesters only.

The association, a voluntary consortium of the public and independent colleges within the Capital Region, was formed to explore avenues in which institutions might cooperate for the mutual benefit of students. Each member college provides diverse course offerings and campus life. Through a cooperative agreement with other colleges in the association, ACPHS students may take courses at another member undergraduate campus without paying tuition, provided the course is not available at ACPHS. All fees in excess of tuition are the responsibility of the student. Students interested in taking a graduate-level course must contact the associate dean of research and graduate education to obtain appropriate clearance. Procedures and regulations governing cross-registration are available in the office of the registrar or on the Registrar's web site.

Other members of the association include Adirondack Community College, The College of Saint Rose, Empire State College, Hudson Valley Community College, Maria College, Rensselaer Polytechnic Institute, The Sage Colleges, Schenectady County Community College, Siena College, Skidmore College, Union College, Southern Vermont College, Union Graduate College of Union University and the University at Albany-SUNY.

Permission must be granted by the registrar prior to enrollment in elective courses at other institutions (both consortia and non-consortia). Only students needing elective credit to fulfill their requirements at ACPHS are eligible to cross-register. Transfer credit only (no grade) will be granted for elective courses taken at any non-consortia institution and during the

summer semester at consortia institutions. A minimum grade of C (C- is not acceptable) is required to receive transfer credit. There are special conditions for those students repeating a course; please refer to the "Repeated Course" section in this document.

### Course Waiver Requirements

New students accepted to ACPHS are required to take all core courses in the program at the College. This requirement may be waived for students with academic credit for biochemistry, molecular biology and/or immunology courses taken at other academic institutions. Waiving the requirement will be considered if:

- Academic credit for the course was earned within the last three years from an accredited academic institution
- A grade of B or better was earned in the course
- The course is a 300-level (third-year) course
- The application for course waiver is submitted before May 1

Final course waiver requires the student to provide a copy of the course syllabus and description for academic review. No waivers will be approved after the first day of classes during the first summer session.

### Procedure

1. Students submit a request for course waiver in writing to the Office of Admissions, along with the course description and syllabus from the academic institution where course credit was earned. Application for course waiver must be submitted by May 1. Students accepted after May 1 may apply for course waivers. These students must apply for waivers on or before the first day of classes during the first summer session and provide the necessary documentation by the end of the first week of class.

2. The Office of Admissions will forward the course description and syllabus to the chair of the department that offers the course at ACPHS.

3. The department chair will identify a credentialed faculty member in the department (usually course coordinator) to review and evaluate the course description and syllabus. The faculty member will make a written recommendation (with supporting rationale) about whether the course fulfills ACPHS requirements to the department chair.

4. The department chair will review the recommendation on the course made by the faculty member, and make a departmental recommendation on the course to the Admissions Committee.

5. The Admissions Committee will review all materials available related to the request for the course waiver, including letter of request from the student, student transcript, course description, course syllabus and department recommendation. The Admissions Committee will grant or deny the request for a waiver based on evaluation of all materials provided and forward this decision to the office of admissions. The Office of Admissions will send all decisions on course waiver requests directly to the student in writing, pending receipt of final grades for courses for which a waiver is requested.

### Independent Study and/or Research

Students may register for 1-3 semester hours under the supervision of a faculty preceptor. Independent study varies with the student and the project, according to the judgment of the supervising faculty member(s).

Interested students with cumulative overall and professional GPAs of 2.5 or higher must submit to the associate dean for students a written plan for the independent study. This plan shall include the faculty supervisor's description of how student performance will be evaluated and the approval of the division head. It shall be submitted at least two weeks

prior to the registration period for the semester of enrollment. Forms are located on the registrar's website.

**Grading and Grade-Point Averages**

Faculty are responsible for assigning grades in each course. Grades, grade point average equivalents and numerical grade equivalents are listed in Table 3 on the following page.

A grade of I (incomplete) may be assigned when a student fails to complete the requirements of the course within the semester of enrollment due to extenuating circumstances. The incomplete work must be made up before the end of the following semester (excluding summer sessions), otherwise the grade of I will be converted to an F by the registrar. A student who withdraws from a course within the first four weeks of an academic semester will be assigned the grade of W (withdraw). Students who are granted withdrawal later than four weeks into an academic semester will be assigned the grade of WP (withdraw passing) or WF (withdraw failing). The date of withdrawal from a course, or the College, is that date on which a written notice of withdrawal is received by the registrar. Withdrawal from a course will not be allowed beyond eight weeks into the semester except by permission of the associate dean for students. Some courses are graded on a pass/fail basis. Grades of P, W and WP are not calculated into the GPA. Grades of F and WF are calculated into the GPA. In the event of an unresolved conflict between an instructor and a student over a course grade, the student should refer to the Course Concerns policies section of this catalog on page 190.

Semester, cumulative and professional GPAs are calculated by dividing the total quality points earned by the total credits. Earned quality points for each course are calculated by multiplying the number of credits for that course by the GPA equivalent. For example, a student taking Pharmacology I (4 credit course) receiving a grade of B+ (GPA=3.3) would earn 13.2 quality points (4 credits x 3.3 GPA=13.2). The total (cumulative, semester or professional) quality points earned is determined by adding the quality points of all courses. To determine academic standing, GPAs are rounded to a tenth of a point (0.1).

Students are required to maintain minimum semester, cumulative and professional GPAs of 2.0 or better to remain in good academic standing. Professional courses are defined as all required courses in years 3-6 in the curriculum. Dean's List standing is given to full-time students who have a semester GPA of 3.2 or greater, provided there are no other deficiencies.

**TABLE 4. Letter Grade, Numerical Grade and GPA Equivalents**

Letter Grade Numerical Equivalent GPA Equivalent

- A+ > 97 4.0
- A 93-96 4.0
- A- 90-92 3.7
- B+ 87-89 3.3
- B 83-86 3.0
- B- 80-82 2.7
- C+ 77-79 2.3
- C 73-76 2.0
- C- 70-72 1.7
- D+ 67-69 1.3
- D 63-66 1.0

D- 60-62 0.7  
F < 60 0.0

**Repeated Courses**

Students who earn grades of C- or less in courses taken at the College may, with the permission of the instructor and associate dean for students, retake those courses at consortium or non-consortium colleges. Grades of C and higher earned in repeated courses taken at institutions other than ACPHS will be granted credit at the College. However, neither these grades nor the original grades earned at the College will contribute to the student's GPA at ACPHS. Independent study cannot be used for remedial purposes.

**College-wide Academic Standards**

Academic regulations for all programs at Albany College of Pharmacy and Health Sciences are developed and adopted by the faculty and are administered by the Associate Dean for Students. Oversight of the academic regulations is conducted by the Academic Standing Committee, a committee of faculty that reviews student academic records and makes recommendations regarding academic status to the Associate Dean for Students.

**Academic Standing**

To remain in good academic standing at the College, a student must maintain a cumulative GPA of 2.0 (C). Course failures (F grades) must be remediated. Each program has specific progression requirements which must be met in order to remain in good academic standing in the program. Students who have not met programmatic standards but remain in good academic standing at the College (cumulative and semester GPA at or above 2.0) may apply to other programs offered at ACPHS through the Change of Program policy.

The academic standing of all students is reviewed at the end of each semester in order to assist students in maintaining the appropriate level of academic performance to assure their successful completion of their program of study. Students are encouraged to avail themselves of the academic advising and tutoring resources available at the College in order to prevent and address areas of difficulty.

Students who fail to meet the minimum standards required for good academic standing will be notified of the decisions of the Academic Standing Committee in writing through the Office of the Associate Dean for Students. While on academic probation, a student is ineligible for class and student organization office, joining a fraternity, participation in intercollegiate athletics, and service on College committees. In some cases, financial aid may be jeopardized.

**Academic Probation:**

Academic probation means that a student is 1) academically deficient and 2) allowed to continue enrollment at ACPHS. A student is placed on academic probation when one or more of the following exist:

- Any GPA below 2.0 (term, professional, career, professional career),
- Current term, term professional, career and/or career professional GPA < 2.0;
- Grade of F in one or more courses.

A student on academic probation must improve academically and meet the conditions of probation recommended by the Academic Standing Committee and administered by the associate dean for students before being removed from academic probation. While on academic probation a student is ineligible for class and student organization office, joining a fraternity, participation in intercollegiate athletics and service on College committees. In some cases, financial aid may be jeopardized.

A student on academic probation will not be removed from academic probation until the student successfully completes a semester in good standing at ACPHS, either after or

2000	RACE		SEXES		RELIGION		SEXUAL ORIENTATION		ENMITY		DISABILITY	
	OC	RF	OC	RF	OC	RF	OC	RF	OC	RF	OC	RF
MURKIN/INDEBENT	0	0	0	0	0	0	0	0	0	0	0	0
INAPPROPRIATE	0	0	0	0	0	0	0	0	0	0	0	0
REGULATED HANDCUFFS	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT/SEXUAL	0	0	0	0	0	0	0	0	0	0	0	0
MOTOR VEHICLE THEFT	0	0	0	0	0	0	0	0	0	0	0	0
ARSON	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES POSSIBLE	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES NON-POSSIBLE	0	0	0	0	0	0	0	0	0	0	0	0
LARCENY	0	0	0	0	0	0	0	0	0	0	0	0
OTHER CRIMES INVOLVING SOGGY NIGHT	0	0	0	0	0	0	0	0	0	0	0	0

OC = ON-CAMPUS NC = NON-CAMPUS RF = RESIDENTIAL FACILITIES PP = PUBLIC PROPERTY

during the remediation of his/her deficiency as a full-time student.

**Academic Dismissal:**

Students may be academically dismissed from the College when one or more of the following exist:

- GPA< 1.6 at the end of the first term of the first year
- Career GPA< 2.0 at the end of the first or second year
- One or more grades of F in two consecutive terms
- Two or more grades of F in any single term
- Grades of D+, D, D- or F in three or more courses in any single term
- Two consecutive or non-consecutive terms of probation
- Three clerkship grades of less than C
- Two clerkship grades of F

Academic dismissal usually is not invoked until academic probation has been imposed. However, academic dismissal may be recommended before probation when a student's academic record is significantly below average performance. Students who are academically dismissed from the College are not permitted to enroll in or attend courses at the College, or to earn credit toward degrees offered at ACPHS. Academic dismissal is binding for a period of at least one semester, after which dismissed students may apply for readmission.

**Academic Appeals**

Students are permitted to appeal decisions made by the Academic Standing Committee. Appeal requests must be submitted in writing to the associate dean for students. The letter should contain a statement referencing the original decision by the Academic Standing Committee and an explanation addressing why it is being appealed. The basis for such appeals should involve cases of unusual or extenuating circumstances that directly impacted the student's ability to meet the Albany College of Pharmacy and Health Sciences's academic standards. In the event that extenuating circumstances are identified, appropriate documentation supporting the assertion by a competent, qualified professional must be included when applicable. The College reserves the right to require further evaluation.

Deadlines for appeal are January 5 following the fall semester, June 5 following the spring semester and August 20 following the summer semester. While there are deadlines for student appeals, appeals are heard on a rolling basis. Appeal requests will be reviewed by the Academic Standing Appeals Committee and students will be notified in writing by the associate dean for students of the appeal decision approximately one week after the decisions are made.

**Readmission Policy**

Individuals who have been dismissed from the college for academic reasons may apply for readmission. To be considered for readmission, the applicant must be away from the college for at least one semester and demonstrate academic success at another college or university. Typically, full time enrollment

(e.g. 12 or more credits) at another college or university in three or more appropriate science courses consistent with the curriculum at the College, and a record of excellent grades is expected before the applicant will be considered for readmission. Appropriate level course work is typically defined as courses at the level of the year of dismissal. Colleges typically use a system where 100 level courses are first year, 200 level are second

year, 300 level are third year, etc. Students are asked to take a minimum of three science courses at the appropriate level. The expectation is that students will perform very well in these courses, earning A's and B's. Performance below this level will seriously jeopardize readmission. Dismissed students will not receive academic credit at ACPHS for courses taken at another college or university.

Applications for readmission must be submitted in writing to the associate dean for students. Applications should include a cover letter, transcripts and a letter of recommendation from the college or university attended. The associate dean for students forwards the completed application to the Academic Standards Committee for review. Completed applications are reviewed by the Academic Standards Committee four times during the year: June 15, August 15, November 15 and January 5. Students will be notified by the associate dean for students of the committee's decision approximately one week after decisions are made. The College reserves the right to deny readmission to individuals who have been dismissed for academic reasons.

Readmitted matriculated students at the ACPHS will begin new cumulative GPAs at the College only if they have been fully matriculated students at another college or university, and have been granted permission by the associate dean for students. Students who have been dismissed from the College and readmitted will be placed on academic probation for a period of one academic year after their return to the College.

#### Advanced Pharmacy Practice Experiences

Prior to APPEs, students must have the following:

- A copy of immunization records from their physician's office (in the event a site requests to see them).
- Proof of a recent physical exam (recommended to be performed approximately two weeks prior to the start of rotations, so that it remains valid through the duration of APPEs) - Students will be provided with appropriate forms to complete.
- Tuberculosis Screening (PPD) - Students will be provided with appropriate forms to complete.

• CPR Certification, valid for the duration of APPE rotations

Some clinical sites may have their own requirements as well, including criminal background checks, rubella or varicella titers (which indicates proof of immunity, as opposed to proof of the vaccine), etc. Specific requirements, if any, would be noted in the rotation site's record within the PEMS database, and would be communicated to the appropriate students via email in advance of the rotation by Experiential Education staff.

Institutions hosting experiential education may deny a student's participation in the experiential program because of the inability to produce an appropriate health clearance, which could result in delayed graduation or in the inability to graduate from the program.

#### Background Checks

The College requires that you provide a background check prior to entry into the first professional year (P1), and again prior to your Advanced Pharmacy Practice Experience. Students bear the cost of all background checks. Completion of College-supervised experiential education is a requirement for graduation with a doctor of pharmacy degree, Biomedical Technology degree or Cytotechnology certificate.

Institutions hosting experiential education may deny a student's participation in the experiential program because of a felony or misdemeanor conviction, or other information contained in such background check, or failure of a required drug test, which could result in delayed graduation or in the inability to graduate from the program.

Individuals who have been convicted of a felony or misdemeanor, or on the basis of other information contained in such background check, may be denied certification or licensure as a health professional. Information regarding eligibility for licensing in a particular

jurisdiction may be obtained from the appropriate credentialing body of that jurisdiction.

#### Change of Program

A student currently enrolled at ACPHS is entitled to apply for transfer from one academic program to another. Applications for transfer of program will only be accepted if space is available in the requested program. Space availability in a program will be determined by the associate dean for students, in consultation with the Admissions Committees. For certain programs, such as the Doctor of Pharmacy degree, transfer possibilities may be limited.

#### Application Process for Transfer of Program

1. Applications for transfer are accepted two times per year. The deadline for applications for spring semester transfer is December 5; for summer session or fall semester transfer, it is April 30.
2. Students must complete and submit a Change of Program Form to the associate dean for students. Forms are available from the Office of the Registrar or on the ACPHS registrar's Web site;
3. Students must be in good academic standing to apply from one academic program to another.

#### Review of Applications for Transfer of Programs

1. The associate dean for students will forward applications for request to transfer to the Academic Standards Committee. The Academic Standards Committee will review applications in consultation with the registrar, the student's faculty advisor and the appropriate department chair and/or Program Director (Pharm.D. program-Pharmacy Practice; B.S. programs-Arts and Sciences, Health Sciences and Pharmaceutical Sciences).

2. Recommendation to grant the transfer request will be based on:

- a. When space is limited, the student's academic standing, with priority given to those students with the highest GPA.
- b. The feasibility of the student to enroll in courses required for the program requested (based on schedule of course offerings and the student's record of completed courses). The timeframe for completion of all program requirements will be dependent on the student's record of completed coursework at the time of the program transfer. It should be noted the granting of the transfer request may require additional time to satisfy all new program requirements.

3. After reviewing the application, the Academic Standards Committee makes a recommendation on the application to the associate dean for students who will make the final decision. The associate dean for students will inform the student in writing regarding the request by January 1 for spring semester requests and within two weeks from the completion of spring final examinations for summer/fall semester requests. The student's faculty advisor, the department chair and the program director also will be informed in writing about the outcome of the request.

Students in a non-Pharm.D. program wishing to enter the first professional year (year three) of the Pharm.D. program are required to use PharmCAS, Pharmacy College Application Service, at [www.PharmCAS.org](http://www.PharmCAS.org).

#### Attendance Policies

Students are expected to attend all assigned classes. Students who have documented absences which exceed 10 percent of the total number of scheduled instructional hours

for any given course may, at the discretion of the instructor, receive a grade of I or F and/or be refused admission to the final examination. The College expects instructors to be reasonable in accommodating students whose absence from class resulted from: (1) personal illness; or (2) family bereavement and/or other compelling circumstances. Instructors and the College have the right to request documentation verifying the basis of any absences resulting from the above factors. Any student who believes that his or her final grade for a course has been reduced unfairly because of attendance factors has the right to appeal that grade if an attempt to resolve the issue with the instructor is unsuccessful. Procedures for a grade appeal are described under the "Course Concerns" policy found in this catalog.

#### Absence Due to Religious Beliefs

In accordance with Section 224-a of the New York State Education Law, any student who is absent from school, because of his or her religious beliefs, will be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days.

#### Leaves of Absence

Students may request a leave of absence by submitting a written request to the associate dean for students. The request should state the reason(s) for the leave and the duration desired. Leaves are limited to one year and may be granted for medical reasons, or in other extenuating personal circumstances.

#### Involuntary Withdrawal as a Result of a Physical, Psychological or Medical Condition

When, in the opinion of the associate dean for students, a student, as a result of a physical or psychological or other medical condition, poses a danger of causing physical harm to the student or to others, of causing significant property damage, or of substantially impeding the lawful activities of others, the associate dean for students can require:

- a. the student to submit themselves at their own expense to a qualified medical or psychological provider for evaluation; and
- b. an immediate interim leave of absence, pending receipt of such evaluation, on such terms and conditions as the dean shall determine.

If the student refuses to submit to such examination the student will be deemed to have withdrawn from the College.

In the judgment of the associate dean for students, based upon a qualified medical or psychological opinion, that a student is suffering from a mental or psychological disorder and that the student's behavior poses a danger of causing physical harm to the student or to others, of causing significant property damage, or of substantially impeding the lawful activities of others, the associate dean for students can:

- a. approve a medical leave of absence on such terms and conditions as the dean shall determine; or
- b. accept a voluntary withdrawal of the student from enrollment in the College;
- c. mandate an involuntary withdrawal of the student from enrollment in the College.

Whenever an action may be or is required to be taken under this policy by the associate dean for students, the action may be taken by a different person as designated by the president. Reasonable deviations from these procedures will not invalidate a decision.

#### Requirements for Graduation

Candidates for all degrees must have satisfied all of the academic requirements and be approved for conferral of the degree by a majority vote of the faculty.

#### Graduation Honors for Cumulative GPA:

Summa Cum Laude 3.8 - 4.0  
Magna Cum Laude 3.5 - 3.7  
Cum Laude 3.3 - 3.4

#### INSTITUTIONAL POLICIES

##### Student Rules and Regulations

The College has student rules, regulations and guidelines that pertain to all students. It is each student's responsibility to be familiar with the regulations and abide by them.

All students receive copies of informational materials related to prevention of sexual harassment, campus security and crime statistics, and drug- and alcohol-free campus programs and policies. Copies of the above also may be obtained by contacting the College at (518) 694-7200.

##### Student Conduct

Students are expected to obey the standards of conduct specified in the current College Catalog, policy memoranda from the associate dean for students, Occupancy Agreement and the printed syllabi or instructions for specific courses.

A code establishing minimal standards for dress is enforced by the faculty in the professional performance areas of the curriculum. Any student who is convicted of a misdemeanor or felony may be subject to immediate dismissal from the College. Transcripts for students dismissed for disciplinary or honor code violations will be designated as "Administrative Withdrawal."

##### Alcohol Abuse and other Drug Prevention Policy

Albany College of Pharmacy and Health Sciences strongly encourages self reporting of nicotine, alcohol and drug abuse. Resources exist to assist and support individuals that have recognized this issue and have come forward seeking help. The College provides the broadest level of confidentiality allowed. Individuals seeking voluntary assistance prior to allegations of policy violation may be subject to alternative steps and sanctions than those in place for persons who are alleged to be in violation of the policy.

##### Use of Cell Phones and Other Electronic Devices

Cell phones and pagers should be set to a non-audible mode (vibrate or flashing light) during class (classroom or laboratory) and all meetings. Calls should not be answered until the class or meeting is over, except in extenuating circumstances. Electronic devices, other than calculators and computer without communication capabilities, should not be used during examinations or classroom instruction. Cell phones and pagers should be set to a non-audible mode during business hours while a student is on experiential education rotations. Calls should not be allowed to disrupt any activity at the site, other than in extenuating circumstances. The preceptor has the final decision regarding cell phone and pager use while at the site.

Beyond the above basic College policy stated herein, faculty members, at their discretion may also have strict individual policies related to cell phones, pagers, and other personal electronic devices outlined in their syllabi in order to provide and maintain a classroom environment that is conducive to learning and the respect of others.

##### Student Complaint Procedure

Except where complained-of conduct constitutes discrimination or sexual harassment, in the event that a student feels that he/she is being treated unfairly by the College or a member of the faculty, staff or administration, the student should follow this procedure in an effort to resolve the issue(s). This procedure is aimed at mediating issues that a student may have within the College.

Where the complained-of conduct constitutes discrimination or sexual harassment, a complaint should be made as provided for in the College's Affirmative Action Policy (see Appendix C).

Complaint against a faculty member, staff member or administrator:\*

1. Student should address the issue directly with the employee involved in the situation.
2. If not satisfied with the outcome, the student should address the issue with the employee's direct supervisor, the department leader, director or vice president.
3. If not satisfied with this outcome, the student should contact the ombudsman/woman, a designated member of the faculty, and submit his/her complaint in writing to the ombudsman/woman. Contact the associate dean for students to find out the identity of the ombudsman. The ombudsman will work with all parties involved in an effort to resolve the issue.
4. If not satisfied with this outcome, the student should address the issue with the associate dean for students.
5. All written complaints and records related to the case will be forwarded to the dean at this time. As a final step, the dean will attempt to resolve the issue between the parties. The dean's decision is the final step in the grievance process. Should there be a conflict of interest the dean may turn the case over to the president for a final decision.
6. All records will be kept in the Office of the Dean.

\* All complaints against the College should be reported to the individual at the College who directly is responsible for that particular area. If the student is not satisfied with the response, they should follow the above procedure to resolve the issue

#### Course Concerns

Students are encouraged to discuss concerns about grading and other academic issues with faculty according to the following sequence: The first step of the appeals process is a discussion with the faculty member teaching the course or section of the course, in collaboration with the course coordinator, where applicable. The appeal process must be initiated within two weeks of the examination, assignment or academic incident that is the subject of the appeal. If the concern is not resolved satisfactorily through discussion with the faculty member, the student should consult the course coordinator. In the event that a mutually acceptable resolution is not achieved with the course coordinator, the student may appeal in writing to the department chair. If the issue is still unresolved at this stage, the student may appeal in writing to the associate dean for students. The final step in the appeal process is to submit a written appeal, including any supporting documents, to the dean. The decision of the dean is final.

#### CAMPUS SAFETY AND SECURITY

##### Office of Public Safety Albany Campus

Public Safety services for Albany College of Pharmacy and Health Sciences are provided by the University Heights Association's Office of Public Safety. The University Heights Association is a consortium of four colleges –Albany Law School, Albany College of Pharmacy and Health Sciences, Albany Medical College and The Sage Colleges – which share contiguous campuses and a variety of services. The Office of Public Safety is located

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in Suite B222 of 84 Holland Ave. In an emergency, Public Safety may be reached at 244-3177. Non-emergency calls can be made to 244-3167 or 244-4741.

The Office of Public Safety provides uniformed, radio-dispatched patrols on a 24 hour a day, seven day-a-week basis. Among the services provided by the Office of Public Safety are:

- preventive patrol, by vehicle, foot and bicycle
- emergency response
- crisis management
- law enforcement
- incident reporting and Clergy Act reporting
- investigations
- medical emergency response
- traffic control and parking enforcement
- crime prevention awareness and training
- liaison with public sector public safety agencies

Public Safety officers are security guards licensed by the State of New York. They are trained to the standards and requirements set by the New York State Division for Criminal Justice Services and the Department of State.

The staff of the Office of Public Safety is assisted by several technologies that are intended to enhance the safety and security of students, faculty and staff across all of the campuses. Those technologies include:

- "Blue light" emergency telephones that connect directly to the Public Safety dispatch center placed at strategic locations around campus.
- Closed-circuit television systems which place cameras at a number of locations, both inside and outside, around campus. The cameras are monitored in the dispatch center and are recorded for investigatory and evidentiary purposes.
- Proximity card access to exterior doors of all academic and residence buildings, which notifies Public Safety when doors are opened outside of normal business hours or when they are propped open.

##### SendWordNow Emergency Notification System

SendWordNow is an emergency notification system which the College uses to communicate emergency information to the College community.

SendWordNow enables the College to rapidly alert students, faculty, staff and administration to emergency situations on or around campus. The system allows participants to enter multiple methods of contact information into a single system. By doing so, SendWordNow helps increase the likelihood that students, faculty and staff will receive timely notification of emergency situations, regardless of their location. All students, faculty and staff are encouraged to register multiple contact numbers into the SendWordNow system, but the system is voluntary.

In the event of an emergency, SendWordNow simultaneously contacts all of the numbers and e-mail addresses which you have entered into the system. Messages detailing the nature of the event and/or where to receive additional information are delivered instantly via text, e-mail or through an automated voice message, depending on the device. This is an "emergency" system and is intended to be used for time-sensitive situations. It will not be used to communicate "everyday" information.

At the beginning of each academic year, new members of the College community will be provided with details of how to provide contact information and returning students are offered the opportunity to update their existing contact information.

##### Safety and Crime Prevention Programming

Beginning with the College's new student Orientation program, students are informed of

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the numerous actions that the College takes to provide a safe campus for students, faculty, staff, and visitors. Included in this Orientation programming is a session offered by the University Heights Association's Office of Public Safety. Throughout the course of the school year, UHAPS will also provide notices, information sessions and advice on public and campus safety.

Also, Resident Assistants include information about residence hall safety, personal safety, and substance use and abuse as it relates to safety in their programs. Through the College's PASSPORT program, first year students have the opportunity to gather further information about ensuring their safety both on and off the campus.

##### ACPHS Crisis Management Plan

To assist all members of the Albany College of Pharmacy and Health Sciences community in dealing with an emergency and/or crisis situation, the College has developed a Crisis Management Plan and committee. Although a specific crisis cannot be predicted, we can anticipate that the College community may encounter a wide range of crisis situations over the course of a school year.

By following the guidelines that are contained in this plan, the College will be able to most effectively handle an emergency and/or crisis situation, thus maintaining the safest and best possible learning environment for our students and working environment for our employees.

It is important to note that each crisis is different and may be handled in a slightly different manner. The Crisis Committee, made up of College administration and staff along with UHA Public Safety, will determine how the crisis will be handled. When required, the committee will defer oversight to law enforcement agencies and/or governmental entities.

The guidelines in this plan do not supersede any of the College's rules and regulations or the Student Code of Conduct. They are simply guidelines that will enable members of the College community to effectively deal with an emergency and/or crisis.

A complete copy of the Crisis Management Plan is available to College employees from the associate vice president. Students may acquire a summary of the plan from the associate vice president.

##### Public Safety Advisory Committee

This committee is comprised of faculty, administration, staff and students and it addresses safety and security issues on campus. This committee is required by New York State Education Law. The committee is chaired by the University Heights Association director of public safety and reports directly to the president. This committee meets during both the fall and spring semester, and holds additional meetings, as needed. Faculty members are selected by the Faculty Senate. Students are selected by the Student Government Association. Administration and staff are appointed by the president.

##### The Institutional Laboratory Safety Committee

This committee charged with monitoring and adhering to safety as it relates to laboratory and research facilities. This committee reports to the dean.

##### Institutional Security Policies and Campus Crime Statistics

In November 1990, the Student Right-to-Know and Campus Security Act was signed into law (Public Law 101-542 as amended by Public Law 102-26). This law, known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, requires educational institutions to publish and distribute an annual security report containing campus security policies and procedures as well as campus crime statistics. This report is published as part of the College Catalog and is available on the College's

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website at www.ACPHS.edu in compliance with this act. The Clery Act requires that those crimes be further reported according to where the incidents occur. There are four categories for location of criminal activity, defined as follows:

"Campus" means any building or property controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls and, property within the same reasonably contiguous geographic area of the institution that is owned by the institution but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor).

"Non-campus building or property" means any building or property controlled by a student organization recognized by the institution, and any building or property (other than a branch campus) owned or controlled by an institution of higher education that is used in direct support of, or in relation to, the institution's educational purposes, is used by students, and is not within the same reasonably contiguous geographic area of the institution.

"Public property" means all public property, all public property that is within the same reasonably contiguous geographic area of the institution, such as a sidewalk, a street, other thoroughfare or parking facility, and is adjacent to a facility owned or controlled by the institution if the facility is used by the institution in direct support of, or in a manner related to the institution's educational purposes.

"Residence hall" means residential facilities for students on campus.

The Act also requires that crimes that single out an individual because of actual or perceived race, gender, religion, sexual orientation, ethnicity or disability are to be reported according to the category of prejudice and that the number of arrests or referrals to the campus judicial process for violation of alcohol, drug and weapons policies be reported.

Crime statistics for the years 2008, 2007 and 2006 are as follows:

OFFENSE	YEAR	ON CAMPUS PROPERTY	NON CAMPUS PROPERTY	PUBLIC PROPERTY	OPTIONAL TOTAL	**RESIDENTIAL FACILITIES
MURDER/NON-NEGLIGENT MANSLAUGHTER	2006	0	0	0	0	0
	2007	0	0	0	0	0
	2008	0	0	0	0	0
NEGLIGENT MANSLAUGHTER	2006	0	0	0	0	0
	2007	0	0	0	0	0
	2008	0	0	0	0	0
ROBBERY	2006	1	0	0	1	0
	2007	0	0	0	0	0
	2008	0	0	0	0	0
AGGRAVATED ASSAULT	2006	0	0	0	0	0
	2007	0	0	0	0	0
	2008	0	0	0	0	0
MOTOR VEHICLE THEFT	2006	0	0	0	0	0
	2007	0	0	0	0	0
	2008	0	0	0	0	0

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ARSON	2006	0	0	0	0	0
	2007	0	0	0	0	0
	2008	0	0	0	0	0
BURGLARY	2006	2	0	0	2	0
	2007	4	0	0	4	0
	2008	1	0	0	1	0
SEX OFFENSES, FORCIBLE	2006	0	0	0	0	0
	2007	0	0	0	0	0
	2008	0	0	0	0	0
SEX OFFENSES, NON-FORCIBLE	2006	0	0	0	0	0
	2007	0	0	0	0	0
	2008	0	0	0	0	0
LIQUOR LAW ARRESTS	2006	0	0	0	0	0
	2007	0	0	0	0	0
	2008	0	0	0	0	0
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	2006	81	0	0	81	76
	2007	120	0	0	120	120
	2008	89	0	0	89	89
DRUG LAW ARRESTS	2006	0	0	0	0	0
	2007	0	0	0	0	0
	2008	0	0	0	0	0
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	2006	5	0	0	5	0
	2007	3	0	0	3	3
	2008	4	0	0	0	4
ILLEGAL WEAPONS POSSESSION ARRESTS	2006	0	0	0	0	0
	2007	0	0	0	0	0
	2008	0	0	0	0	0
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	2006	0	0	0	0	0
	2007	0	0	0	0	0
	2008	0	0	0	0	0

\*CRIMES REPORTED IN THE RESIDENTIAL FACILITIES COLUMN ARE INCLUDED IN THE ON CAMPUS CATEGORY.

Bias related crimes reported occurring at the Albany College of Pharmacy and Health Sciences in the year 2008 are as follows:

RACE	GENDER	RELIGION	SEXUAL ORIENTATION	ETHNICITY	DISABILITY
OC NC RF PP	OC NC RF PP	OC NC RF PP	OC NC RF PP	OC NC RF PP	OC NC RF PP
MURDER/NON-NEGLIGENT MANSLAUGHTER	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0
NEGLIGENT MANSLAUGHTER	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0
ROBBERY	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0
AGGRAVATED ASSAULT	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0
MOTOR VEHICLE THEFT	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0
ARSON	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0
BURGLARY	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0
SEX OFFENSES, FORCIBLE	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0
SEX OFFENSES, NON-FORCIBLE	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0
LARCENY	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0
OTHER CRIMES INVOLVING BODILY INJURY	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0

OC = ON CAMPUS NC = NON-CAMPUS RF = RESIDENTIAL FACILITIES PP = PUBLIC PROPERTY

#### Sex Offender Registry and Access to Related Information

The federal Campus Sex Crimes Prevention Act, enacted on October 28, 2000, went into effect October 28, 2002. The law requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a state concerning registered sex offenders may be obtained. It also requires sex offenders, already required to register in a state, to provide notice, as required under state law, of each institution of higher education in that state at which the person is employed, carries on a vocation, or is a student. The New York State sex offender registry may be accessed at <http://criminaljustice.state.ny.us/hsor/index.htm>. In addition, the City of Albany maintains a sex offender registry that may be accessed by "Entities of Vulnerable Population." The UHA Office of Public Safety has been so declared and the registry may be accessed through the director of public safety.

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*Registrar*

**Audrey J. Schwartz**, M.B.A.  
*Institutional Assessment Project Coordinator*

**Matt Stever**, MBA  
*Director of Admissions*

**Terrence Towers**, B.S.  
*Coordinator of Community Practice Experiences*

**Craig Tynan**, M.S.  
*Assistant Registrar, Head Men's Basketball Coach*

**Ryan Venter**, M.S.  
*Director of Athletics*

**Michele Vien**, B.A., C.P.A.  
*Comptroller*

**Diane M. Vincent**, B.B.A.  
*Grants and Contracts Accounting Manager*

**Gwen Weldy**, M.S.  
*Assistant Director of Library Services*

**David Zdunczyk**, B.A.  
*Assistant Vice President of Institutional Advancement*

**Administration Emeriti**

\* **H. Russell Denegar**, Ph.D.  
*Associate Dean Emeritus*

**Joseph M. Lapetina**, M.S., Sc.D.  
*Associate Dean Emeritus*

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Assistant Director of Research Institute for Health Outcomes  
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**Amanda Phillips**

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**Gwen Weldy**  
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**Jerry Young**  
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**Stephanie Young**  
Instructor  
Department of Pharmacy Practice

**HaiAn Zheng**  
Assistant Professor, Department of Pharmaceutical Sciences  
Pharm.D., Shanghai Medical University; Ph.D., University of Connecticut

**Faculty Emeriti**

**Mervyn H. Ewart**  
Professor Emeritus of Chemistry

**\*Barry S. Reiss**  
Professor Emeritus of Pharmacy  
\*Registered Pharmacist

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## DIRECTIONS

### ACPHS Directions

Directions to the Office of Admissions in its new location in ACPHS's O'Brien Building, located at 106 New Scotland Ave.

#### From the North:

Take I-87 South to I-90 East (exit 1E). Follow I-90 to Route 85 (exit 4). Follow directions below.\*

#### From the South or West:

Take the New York State Thruway to exit 24. Continue on I-90 East after the toll-booths to Route 85 (exit 4). Follow directions below.\*

#### From the East:

Take I-90 West to Route 85 (exit 4). Follow directions below.\*  
\*Take Route 85 to the Krumkill Road exit (approximately 1.5 miles). Turn left at the light at the top of the ramp onto Krumkill Road. Turn right at the first light and take Krumkill Road to New Scotland Avenue. Turn left onto New Scotland Avenue. Travel approximately 1.5 miles on New Scotland to ACPHS and turn right into the visitors parking entrance. *The visitors parking entrance is located at the west end of the O'Brien Building, immediately after the New York State Department of Health's Axelrod Institute. Follow the driveway in front of ACPHS to the designated parking area.*

### Directions to the ACPHS Student Center, Classroom Building and Albert M. White Gymnasium.

Follow the directions above but **do not** turn into the ACPHS visitors parking entrance on New Scotland Avenue. Proceed to the light immediately after ACPHS at the intersection of New Scotland Avenue and Holland Avenue. Turn right onto Holland Avenue. Travel about 1/8 of a mile and turn right onto Notre Dame Drive. Turn right on Union Drive and follow the signs for Albany College of Pharmacy and Health Sciences parking.

### ACPHS-Vermont

#### From the South (Albany):

Take I-87 North toward Glens Falls/Saratoga Springs. Take exit 20 toward RT-149. Turn left at RT-149/US-9. Continue to follow RT-149 (about 12 miles). Turn left at US-4. Continue on US-4 past the Vermont state line. After about 20 miles on US-4, take exit 2 for VT-22A toward Fair Haven/Vergennes. Turn left at VT-22A. Continue to follow VT-22A (about 42 miles). Turn left at US-7 (continue for about 19 miles). Take the ramp onto I-189 N. Take the exit onto I-89 N toward Winooski/St. Albans (4 miles). Follow directions below.\*

#### From the West (Buffalo):

Follow I-90 East (New York State Thruway) and take exit 24 for I-87 North. Follow directions **From the South** (Albany) above.

#### From the North (Montreal):

Take the AUT-15 S/AUT-10 E/AUT-20 E/HWY-15 S/HWY-10 E/Pont Champlain/HWY-20 E/ Champlain Bridge exit toward Sherbrooke. Merge onto AUT-10 E/AUT-15 S/AUT-20 E/Pont Champlain. Follow AUT-10 E (about 12 miles). Take exit 22 to merge onto AUT-35 S toward I-89/Saint-Luc/Saint-Jean-Sur-Richelieu (nearly 12 miles). Continue on RTE-133 S (25 miles). Enter the United States (Vermont). Continue on I-89 S for approximately 40 miles. Follow directions below.\*

#### From the East (Boston):

Take I-93 N toward Concord, NH. Take the I-89 N exit toward White River Jct., VT. Keep right at the fork to continue toward I-89 N and merge onto I-89 N (continue for about 150 miles). Enter Vermont. Follow directions below.\*

\*From I-89, take exit 16 and turn north onto US-7/US-2. Turn left at the light for Mountain View Dr., the campus is less than 0.25 mile.

## CONTACT INFORMATION

### Toll Free (888) 203-8010

### (518) 694-7200

### Fax (518) 694-7202

### Web site [www.acphs.edu](http://www.acphs.edu)

Office of the President (518) 694-7255

Office of the Dean (518) 694-7212

Office of the Associate Dean for Vermont (518) 694-7621

Academic and Professional Affairs (518) 694-7212

Activities (518) 694-7366

Administration (518) 694-7200

Admissions (518) 694-7221

Athletics (518) 694-7357

Bookstore (518) 694-7378

Bursar (518) 694-7205

Business/Finance (518) 694-7211

Community Relations (518) 694-7394

Comptroller (518) 694-7216

Continuing Professional Development (518) 694-7231

Counseling (518) 694-7107

Financial Aid (518) 694-7256

Grants Administration (518) 694-7144

Graduate Education (518) 694-7149

Institutional Advancement (518) 694-7393

IT Services [helpdesk@acphs.edu](mailto:helpdesk@acphs.edu)

Library (518) 694-7270

Marketing and Communications (518) 694-7394

Media Relations (518) 694-7394

Pharmacy and Graduate Admissions (518) 694-7186

Registrar (518) 694-7222

Residence Life (518) 694-7367

Student Affairs (518) 694-7307

Student Services (518) 694-7118

## ON-CAMPUS STUDENT SERVICES DIRECTORY

*The following contacts/services apply to students on both campuses.*

### Academic Accommodations Director of Counseling Services

Classroom Building, Room 205

Department Secretary: 694-7107

### Academic Assistance Teaching and Learning Commons:

*Center for Instructional Communication*

Classroom Building, Room 206

[cic@acphs.edu](mailto:cic@acphs.edu)

### Instructional Technology

Patricia L. Baia

Classroom Building, Room 108E

694-7233, [baiap@acphs.edu](mailto:baiap@acphs.edu)

### Peer Tutoring Program

Academic Support Coordinator

Classroom Building, Room 211

694-7147

### Scientific Assistance Center

David W. Clarke, Ph.D.

Classroom Building, Room 209

ACPHS Blackboard (under the Student Tab)

### Activities and Clubs Coordinator of Student Activities

Student Center, Room 209D

694-7366

### Add/Drop Procedure Registrar

O'Brien Building, Room 102C

694-7222

### Admissions Office of Admissions

O'Brien Building, Room 124

694-7221

### Alcohol and Other Drug Director of Counseling Services

Policy Information Classroom Building, Room 205

Department Secretary: 694-7107

### Alumni Programs Office of Institutional Advancement

O'Brien Building, Room 122

694-7393

### Athletics and Fitness Center Coordinator of Athletics

Gym, Room 101

694-7357

### Books and Supplies College Bookstore

Student Center, 694-7378

### Career Counseling Career Services Coordinator and Advisor

Classroom Building, Room 211

694-7164

### Change of Address (Student) Registrar

Click on Jenzabar, Ex Web, My Personal Information

### Computer Services Information Technology Services

Student Center, Room 212

694-7358

### Counseling Services Director of Counseling Services

Classroom Building, Room 205

Department Secretary: 694-7107

### Employment (On-Campus) Office of Financial Aid

Student Center, Room 207

694-7258

### Financial Aid Office of Financial Aid

Student Center, Room 207

694-7256

### Freshman Advising Director of Student Success

Classroom Building, Room 211

694-7314

### Dining Services Student Center,

694-7218

### Health Center Albany Family Practice

Community Care Physicians

2 Clara Barton Drive, Suite 201

207-CARE

### Health Insurance Office of Student Services

Student Center, Room 209

694-7118

### Housing and Residence Life Director of Residence Life

Office of Student Services

Student Center, Room 209C

694-7367

### Identification Cards Information Technology Services

Student Center, Room 209

[helpdesk@acphs.edu](mailto:helpdesk@acphs.edu)

### Immunization Records Experiential Program Administrator

O'Brien Building, Room 104

694-7277

### Library Services George and Leona Lewis Library

O'Brien Building, Room 212

694-7270

**Lost and Found UHA Public Safety**  
84 Holland Avenue, Suite B-222  
244-3177

**Maintenance Physical Plant**  
O'Brien Building, Room 002  
694-7246

**Meal Plans (billing) Office of the Bursar**  
Student Center, Room 207  
694-7205

**Orientation Office of Student Services**  
Student Center, Room 209D  
694-7366

**Parking Office of Student Services**  
Student Center, Room 209  
694-7118

**Photocopying George and Leona Lewis Library**  
O'Brien Building, Room 212  
694-7270

**Registration and Class Registrar**  
**Course Scheduling** O'Brien Building, Room 102C  
694-7222

**Student Professional Associate Dean for Students Organizations**  
O'Brien Building, Room 102C  
694-7307

**Student Services Office of Student Services**  
Student Center, Room 209  
694-7118

**Transcripts Registrar**  
O'Brien Building, Room 102C  
694-7222

**Tuition and Billing Office of the Bursar**  
Student Center, Room 207  
694-7205

**Withdrawals and Leaves of Absence Registrar**  
O'Brien Building, Room 102C  
694-7222

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## EMERGENCY CONTACT INFORMATION

Fire and Emergency Services 9-1-1  
University Heights Association Public Safety (this should be the first call for all student emergencies) 244-3177

Albany Police and Fire Department (non-emergency) 438-4000  
Albany Family Practice Community Care Physicians 207-CARE  
Albany County Mobile Crisis 447-9650

Vermont Campus  
*The following contacts/services apply only to students on the Vermont campus.*

**Hunter North Associates (On-duty officer)\***  
603-494-4617

**Physical Plant**  
Xun Nguyen (Manager)  
802-922-3948

**Colchester Police/Fire/Rescue\*\***  
802-264-5555  
\*Hunter North Associates will provide on-site security officer during the hours listed below. During these hours, the Hunter North Security "On-Duty Officer" should be the primary call.

Monday through Thursday 4 p.m. to 9 p.m.

Friday 2 p.m. to 6 p.m.

Saturday Noon to 6 p.m.

Sunday Noon to 9 p.m.

\*\*Outside of normal business hours (if Hunter North is not available) or to report potential criminal activity, please contact the Colchester Police Department.

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## APPENDIX A

### ALBANY COLLEGE OF PHARMACY AND HEALTH SCIENCES ALCOHOL/TOBACCO AND DRUG FREE WORKPLACE/SCHOOL POLICY

#### Definitions

1. **Campus** shall mean the property of the College, including any buildings or other premises leased or used by the College, any College-owned vehicle (or any other College-approved vehicle used to transport students or fellow employees to and from work-related activities or to transport fellow employees to and from different work sites) and any off-school property used for any College-sponsored or College-approved activity, event or function. This does not include the University Heights Association housing facility which is governed by its own policy.

2. **Drugs** means any substance which produces a psychoactive effect. The term drug is used generically to include tobacco and herbal cigarettes, alcohol, pharmaceutical drugs, illicit drugs, image and performance enhancing drugs and inhalants, and it shall include any illegal drug, hallucinogenic drug, prescription drug (in the possession of an individual without a valid prescription), narcotic drug, amphetamine, barbiturate, marijuana or any other controlled substance (as the same is defined pursuant to the Federal Controlled Substances Act, 21 USC 811 and 812 and in schedules I through V of Section 202 of the Controlled Substances Act [21 U.S.C. 812]).

3. **Psychoactive effects** means effects produced by a drug or substance that alter mental processes including mood, cognition, thinking or behavior.

4. **Alcohol** means and shall include any form of alcohol for consumption, including beer, wine, wine coolers or distilled liquor.

5. **The drug-free awareness program** means the program established by the College to inform employees about the dangers of drug abuse in the workplace; the College's policy of maintaining a drug-free workplace; available drug counseling, rehabilitation and assistance programs for employee's at the employee's cost; and the penalties that may be imposed upon students, faculty and staff for violations of this policy.

Albany College of Pharmacy and Health Sciences recognizes that controlled substance abuse is illegal, and that illegal drug consumption, illegal alcohol consumption and secondhand smoke interferes with effective teaching, work and the development of a safe and healthy environment for learning and living. The College has a fundamental legal and ethical obligation to prevent controlled substance abuse and to maintain a drug-free work and educational environment.

#### Albany College of Pharmacy and Health Sciences Alcohol/Tobacco and Drug Free Workplace/School Policy

Albany College of Pharmacy and Health Sciences strongly encourages self reporting of nicotine, alcohol and drug abuse. Resources exist to assist and support individuals that have recognized this issue and have come forward seeking help. The College provides the broadest level of confidentiality allowed. It is a condition of each persons employment that the employee: 1) become familiar with the provisions of this policy and acknowledge in writing having read this policy; 2) after commencing their employment, attend the next scheduled drug-free awareness program; 3) abide by the terms of this policy; and 4) notify the College of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction. An employee who violates the terms of this policy shall be subject to appropriate personnel action up to and including termination; and/or shall at their own expense, satisfactorily participate in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local health, law enforcement or other appropriate agency. The College shall notify the appropriate Federal and or State agencies within ten (10) days after receiving notice of an employee's

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conviction on any criminal drug violation occurring in the workplace.

It is a condition of each student's enrollment that the student abides by the terms of this policy. Any student who violates the terms of this policy shall be subject to such disciplinary actions as are set forth in the Catalog.

This policy applies to all members of the College Community (students, faculty and staff) while on campus.

The College prohibits the unlawful manufacture, distribution, dispensation, possession or use of any controlled substance or drug in the workplace or on campus. The College shall, and expects all students and employees to make good faith efforts to maintain a drug-free workplace and campus through implementation of this policy.

Smoking is prohibited in all buildings on the campus.

Alcohol dispensation, distribution and consumption are prohibited in all buildings on campus, except as expressly permitted in accordance with the following:

1. In accordance with State Law, no money may be charged for any event at which beverage alcohol is present unless a permit is obtained from New York State Liquor Authority.
2. Alcohol will not be permitted at ACPHS athletic events.
3. In compliance with New York State Law, individuals under the age of 21 are not allowed to purchase, possess or consume alcoholic beverages on Campus.
4. Only the College's food service provider is authorized to sell or provide alcoholic beverages on Campus, except for events covered by item #9 below.
5. Guests will not be allowed to bring alcohol to an event.
6. Positive proof of age is required at any event at which alcohol is served and/or consumed.
7. The sponsor or host is responsible for implementing reasonable measures to ensure that alcohol is not served or made available to persons under age 21 or who are intoxicated.
8. Faculty or staff sponsored events where admission is charged, or there is any charge for food or beverages, must receive permission from the Vice President of Finance and Administrative Operations, twenty-one (21) days in advance if they wish to serve alcohol on Campus. The organization must make necessary arrangements with the College's food service provider. Service of alcohol is at the discretion of the administration and staff of the food service provider.
9. Faculty or staff sponsored events where admission is not charged, and there is no charge for food or beverages, must receive permission from the Vice President of Finance and Administrative Operations three (3) days in advance if they wish to serve alcohol on Campus.
10. Student organizations must receive permission from the Associate Dean for Students twenty-one (21) days in advance if they wish to serve alcohol on Campus. The organization must make necessary arrangements with the College's food service provider.
11. Service of alcohol is at the discretion of the administration and staff of the food service provider. Permission to serve alcohol is NOT automatic. Approval by the College may be based on: the nature of both the event and the facility; the capacity of the facility; demonstration by the sponsoring organization of its ability to comply with State and College regulations; nearby scheduled activities; the number of underage (21) participants; if the percentage of underage attendees is 50% or higher, the function may not be approved; where and how alcohol will be available; the past history of event or sponsor; such other factors as the College shall reasonably deem pertinent. Service of alcohol is also

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contingent upon the grant of an appropriate permit by the State Liquor Authority.

12. Alcohol is prohibited from all College owned or operated residence halls. (This does not include the University Heights Association housing facility.)

13. Individuals are not allowed to remove an alcohol container (i.e. cup, can, bottle) from the designated area that the beverages are being served.

14. Each individual member of the campus community is responsible for his/her own actions. When making decisions to consume beverage alcohol or to provide beverage alcohol to others, individuals must be mindful of the inherent consequences and risks involved. In addition, individuals are responsible for understanding and complying with applicable laws. The College will not be responsible for enforcing State and local laws, nor will it shield individuals from the legal consequences of their actions should they violate these laws. Each member of the campus community should familiarize themselves with applicable laws including the following:

**New York State Statutes Regarding Alcohol Liability**

A. **Penal Law (260.20)** - Unlawful dealing with a person to give, sell or cause to be given or sold alcohol to person under age 21 except if you are a parent or guardian or pursuant to educational curriculum.

B. **Alcohol Beverage Control Law (65, 65a, 65b, 65c, 65d)** - Unlawful to: sell, give, deliver, cause, or permit a person under 21 to procure alcohol. No liability for refusal to sell or give unless discriminatory, misrepresent age of person under 21 to induce sale of alcohol; offer false I.D. by persons under 21 to purchase alcohol; possess with intent to consume by person under 21. Exceptions are alcohol given pursuant to educational curriculum or by person's parent or guardian. Posting of signs is required by licensed seller.

C. **General Obligations Law-Article 11-** A 3rd party injured by an impaired or intoxicated person under age 21 has a right of action against any person who knowingly caused such impairment by unlawfully furnishing or assisting in procuring alcohol for the person under 21 years old. Also, if a person causes or contributes to procuring alcohol for any intoxicated person, an injured third party has a cause of action against the person who provided the alcohol.

D. **Vehicle & Traffic Laws** - Operating a motor vehicle while under the influence of alcohol or drugs (Article 31 Section 1192 - 1196) - No person shall operate a motor vehicle while their ability to operate such motor vehicle is impaired by the consumption of alcohol.

**Driving While Intoxicated (DWI)**

**Definition**

Operating a motor vehicle while having .08 of one per centum or more by weight of alcohol in the blood as shown by chemical analysis of a person's blood, breath, urine or saliva.

**Sanctions**

Driving while intoxicated or while ability impaired by drugs are misdemeanor offenses and are punishable by a 6-month revocation of one's driver's license, a fine of not less than \$350 nor more than \$500, or by imprisonment in a penitentiary or county jail for not more than one year, or by both such fine and imprisonment.

Subsequent convictions for DWI may constitute a Class E Felony and shall be punished by a fine of not less than \$500 nor more than \$5,000, or by a period of imprisonment as provided in the penal law, or by both such fine and imprisonment.

**Driving While Ability Impaired (DWAI)**

**Definition**

Operating a motor vehicle while having .05 of one per centum or more by weight of alcohol in the blood as shown by the chemical analysis procedures described above.

**Sanctions**

Driving while ability impaired shall be a traffic infraction punishable by a 90-day suspension of driver's license, a fine of not less than \$250 nor more than \$350 or by imprisonment in a penitentiary or county jail for not more than 15 days, or by both such fine and imprisonment.

A subsequent conviction within five (5) years of a past infraction shall be punished by a fine of not less than \$350 nor more than \$500 or by imprisonment of not more than thirty (30) days in a penitentiary or county jail or by both fine and imprisonment.

Two or more subsequent convictions shall be punished by a fine of not less than \$500

nor more than \$1,500, or by imprisonment of not more than ninety (90) days in a penitentiary or county jail or by both fine and imprisonment.

**Note:** Chemical test refusal will result in a six-month revocation of driver's license and \$100 fine. Also, minors who refuse a chemical test will lose their license for one year or until they reach 21 years of age, whichever is the greater penalty.

**SUMMARY OF VERMONT LAWS ON OPERATING VEHICLES UNDER THE INFLUENCE OF ALCOHOL OR DRUGS**

**Operating vehicle under the influence of intoxicating liquor or other substance**

A person shall not operate, attempt to operate, or be in actual physical control of any vehicle on a highway when the person's alcohol concentration is 0.08 or more, or when the person is under the influence of intoxicating liquor, or when the person is under the influence of any other drug, or under the combined influence of alcohol and any other drug, to a degree which renders the person incapable of driving safely.

Note: the fact that a person charged with a violation of this section is or has been entitled to use a drug under the laws of this state shall not constitute a defense against any charge of violating this section.

**Penalties**

Screening. Before sentencing, the court may order that the defendant submit to an alcohol assessment screening.

First offense. Fine of up to \$750.00 and/or imprisonment for up to two years.

Second offense. Fine of up to \$1,500.00 and/or imprisonment of up to two years.

Third or subsequent offense. Fine of up to \$2,500.00 and/or imprisonment of up to five years.

Death resulting. Fine of up to \$10,000.00 and/or imprisonment of 1-15 years.

Injury resulting. Fine of up to \$5,000.00 and/or imprisonment of up to 15 years.

**Persons under 21; alcohol concentration of 0.02 or more**

A person under the age of 21 who operates, attempts to operate or is in actual physical control of a vehicle on a highway when the person's alcohol concentration is 0.02 or more, commits a civil traffic violation subject to the jurisdiction of the judicial bureau and subject to the following sanctions:

First violation: license suspension for six months and until the person complies with certain

alcohol and driver education provisions.

Second or subsequent violation: license suspension until the person reaches the age of 21 or for one year, whichever is longer, and compliance with certain alcohol and driver education provisions.

**APPENDIX B**

**ALBANY COLLEGE OF PHARMACY AND HEALTH SCIENCES COMPUTER POLICY**

Users of computer systems and networks at the Albany College of Pharmacy and Health Sciences must read, understand, agree to comply with and sign the ACPHS Computing Ethics Policy. This policy applies to all members of the College Community (students, faculty and staff). These resources are vital for the fulfillment of the academic, research and business needs of the College community. Their use is provided as a privilege. If the Albany College of Pharmacy and Health Sciences Chief Technology Officer asks you to cease an activity on the computer, you must stop that activity immediately. Each individual faculty member, staff member, and student must exercise responsible, professional and ethical behavior when using these resources. You are responsible for your actions. That responsibility exists regardless of what security mechanisms are in place.

Access to the system is a privilege, not a right.

It is your responsibility to promptly report any violation of this policy or other College code, policy or guideline. In addition, you must report any information relating to a flaw in or bypass of resource security to the system administrator.

Upon notification of a claim that any material resident on the system infringes a copyright or other intellectual property right, the College reserves the right to remove, or disable access to, the material that is claimed to be infringing or to be the subject of infringing activity.

The College reserves the right to remove, or disable access to, material which in the College's determination contains defamatory, obscene or pornographic material or otherwise violates any provisions of this policy, or adversely affects the mission of the College.

Illegal activities may be reported to local, state or federal authorities, as appropriate, for investigation and prosecution.

**Privacy**

While the College desires to maintain user privacy and to avoid the unnecessary interruption of user activities, the College reserves the right to investigate use of College resources, which may include the inspection of data stored or transmitted on the network. By attaching a personal computer to the network you authorize and consent that the College examine the content of that computer or of any files or materials stored by you on the network. Albany College of Pharmacy and Health Sciences has the unconditional right to monitor the computer system and to examine user files.

Remember the Internet is not secure. If you are going to transmit sensitive data or files across the Internet you must take precautions to protect it from unauthorized access. Data and files can easily be intercepted and read, altered, misused or destroyed. In addition, machines attached to the Internet are vulnerable. Do not assume your data is safe on your computer if it is directly connected to Internet. Do not store valuable or privileged information on these systems without applying security. If you can't afford to lose it, back it up.

Your password is the only means you have of keeping your account and files secure from unauthorized access. As it is possible for your password to be stolen when using the

Internet, you are encouraged to change it often.

Do not consider e-mail private or secure.

**Use of System Resources – Do's**

You are responsible for all use of your accounts. You must take all reasonable precautions, including password maintenance and file protection measures, to prevent use of your account by unauthorized persons. You must not share your password with anyone else or provide access to ACPHS network resources to unauthorized persons. Individuals who are authorized to access sensitive or institutional data are prohibited from divulging that data to any other individual, unless that individual is also authorized to use the data. Individuals are only permitted to access data as authorized. Even if a file is readable, do not assume you may read it unless explicitly granted authority to do so. Even if a file is updatable, do not modify it unless explicitly granted authority to do so. Keep all valuable diskettes or digital media in a secure place. Secure backup copies of valuable files or data off site. When throwing out old diskettes or digital media, make sure no sensitive information can be found on them.

The College is not responsible for information, including photographic images and musical recordings, published on or accessible through personal Web pages, including personal home pages. The College does not monitor the contents of personal Web pages. The individual or group creating or maintaining personal Web pages is solely responsible for the content of the Web page and may be held civilly and criminally liable for the materials posted on the Web site. The College reserves the right to remove, or disable access to, any material stored on or connected to any College resources.

**Use of System Resources – Don'ts**

You may not use College resources for your own commercial gain, or to operate or support a non-College related business or charity, or for other commercial or charitable purposes not officially approved by the College's President.

You may not use College resources in a manner inconsistent with the College's contractual obligations to suppliers of those resources or with any published College policy.

You may not use College resources in a manner inconsistent with the norms of professional performance and conduct appropriate to your position with the College.

Game playing is not allowed on computers owned by the College. Game playing is allowed on student computers as long as it does not deteriorate system performance.

You may not move or take any hardware without explicit permission from the designated owner of that hardware.

You may not destroy or vandalize any hardware, cable or service provided by the campus.

You may not authorize or allow another person or organization to use your computer accounts or ACPHS network resources.

The following are considered unacceptable uses of computer systems, and are strictly prohibited:

- Accessing, reading, altering or deleting another's computer, electronic files or email;
- Causing personal or emotional injury including: harassment or threats to specific individuals or a class of individuals; transmitting unsolicited information that contains obscene, pornographic, indecent, lewd or lascivious material or other material which explicitly or implicitly refers to sexual conduct; using e-mail or newsgroups to threaten or stalk someone; transmitting unsolicited information that contains profane language or panders to bigotry, sexism or other forms of prohibited discrimination;

- Computer fraud;
- Computer invasion of privacy - unauthorized examination of files or e-mail;
- Damage or impairment of College resources or the resources of others. Use of any resource irresponsibly or in a manner that adversely affects the work of others. This includes intentionally, recklessly or negligently (1) damaging any sys-tem (e.g., by the introduction of any so-called "virus," "worm", or "trojan-horse" program), (2) damaging or violating the privacy of information not belonging to you, or (3) misusing or allowing misuse of system resources, including use of College resources for non-College related activities that unduly increase network load (e.g., chain mail, network games and spamming). Causing denial of computer services (i.e.: run a virus that renders a network unusable). Preventing others from using computer services;

- Interference or impairment to the activities of others, including creating, modifying, executing or retransmitting any computer program or instructions intended to (1) obscure the true identity of the sender of electronic mail or electronic messages, such as the forgery of electronic mail or the alteration of system or user data used to identify the sender of electronic e-mail, (2) bypass, subvert, or otherwise render ineffective the security or access control measures on any network or computer system without the permission of the owner, or (3) examine or collect data from the network (e.g., a "network sniffer" program);
- Misrepresenting one's identity or relationship to ACPHS;

- Unauthorized access and use of the College resources or of resources of others, including use of: College resources to gain unauthorized access to resources of this or other institutions, organizations, or individuals; providing false or misleading information for the purpose of obtaining access to unauthorized resources; accessing, altering, copying, moving, or removing information, proprietary software or other files (including programs, libraries, data and electronic mail) from any network system or file, modification or destruction of programs or data other than your own personal files;

- Unauthorized transfer of software or data. The Internet is a global network, and the importing and exporting of software may fall under the jurisdiction of the United States Department of Commerce. Exporting can occur when hardware or software is provided to persons or entities outside the United States, and may require a license. The exportation of networking code or encryption code is restricted. You may not allow access to a restricted machine to persons or entities outside of the United States. Please be aware when posting information to a bulletin board, that data will probably cross the border. If you have any questions on the legality of transmissions over the borders of the United States, please seek legal counsel;

- Violating any laws or participating in the commission or furtherance of any crime or other unlawful or improper purpose, including: use of system resources to commit a crime (embezzlement, harassment, blackmail, etc.); theft of computer related materials; theft of computer services (for example you may not use any pay service without paying); cracking passwords;

- Violating copyrights and other intellectual property rights. Whenever you are shipping software from one place to another, you must consider intellectual property and license issues. You should assume all software, graphic images, music, and the like are copyrighted. Copying or downloading copyrighted materials without the authorization of the copyright owner is against the law, and may result in civil and criminal penalties, including fines and imprisonment.

The College reserves the right in its sole discretion to remove from the network and/or from any Web page hosted on the network, any material which is not related to the work of the individual or to research being conducted by the individual or any material which in the College's belief adversely affects the mission of the College.

**VIOLATION OF THESE POLICIES MAY LEAD TO SUSPENSION OR LOSS OF PRIVILEGE, AND MAY LEAD TO EXPULSION OR TERMINATION OF EMPLOYMENT**

Reports of unauthorized use or misuse of the resources will be investigated. In the event that use is determined to be contrary to College policy or applicable law, appropriate measures will be taken. These measures may include, but are not limited to, permanent or temporary suspension of user privileges, deletion of files, disconnection from the ACPHS network, referral to student or employee disciplinary processes, expulsion or termination of employment.

**APPENDIX C**

**ALBANY COLLEGE OF PHARMACY AND HEALTH SCIENCES AFFIRMATIVE ACTION POLICY**

**Article I General Policy Considerations**

**Section 1.01 Purpose:**

To provide all members of the Albany College of Pharmacy and Health Sciences (ACPHS) community with equal opportunities regardless of race, color, sex, sexual preference, age, religion, creed, national origin, marital status, Vietnam Era Veteran status, disabled Veteran status or disability. To take affirmative steps to encourage and assist in the process of bringing minorities and women into every facet of the College's society.

**Section 1.02 Application:**

This policy applies to all employees and students.

**Section 1.03 Definitions:**

- (a) Minorities include: Blacks, not of Hispanic Origin; Hispanics; Asians and Pacific Islanders; Native Americans and Alaskan Natives.
- (b) Blacks, not of Hispanic Origin: Persons having origins in any of the Black racial groups of Africa.
- (c) Hispanics: Persons of Mexican, Puerto Rican, Cuban, Central/South American or other Spanish culture or origin, regardless of race.
- (d) Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. Examples of these areas include: China, India, Japan, Korea, the Philippine Islands, and Samoa.
- (e) Native American or Alaskan Native: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- (f) Disabled: Any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.
- (g) Disabled Veterans and Veterans of the Vietnam Era:
  - Disabled Veterans: Persons entitled to disability compensation under laws administered by the Veterans Administration for disability rated at 30 percent or more, or a person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.
  - Vietnam Era Veterans: Persons who served on active duty for a period of more than 180

days, any part of which occurred between August 5, 1964 and May 7, 1975, and were discharged or released with other than a dishonorable discharge, or were discharged or released from active duty for a service-connected disability if any part of such active duty occurred between August 5, 1964 and May 7, 1975 and were discharged or released within forty-eight months preceding the alleged violation of the act.

(h) Discrimination: To distinguish, determine, consider, favor, treat differently, treat unequally, be motivated by or act on the basis of a distinguishing characteristic, category, trait, heritage or condition. Not all forms of discrimination are prohibited. For example, ACPHS customarily discriminates on the basis of competency. Discrimination on the basis of certain impermissible considerations including race, color, sex, sexual preference, age, religion, creed, national origin, marital status, Vietnam Era Veteran status, disabled Veteran status or disability, is illegal.

(i) Sexual Harassment: Sexual harassment is a form of discrimination and is illegal as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive business or learning environment. Sexual harassment is a form of sex discrimination. It occurs in a variety of situations that share a common element: the inappropriate introduction of sexual activities or comments into the work or learning situation. Often, sexual harassment involves relationships of unequal power, and contains elements of coercion—as when compliance with requests for sexual favors becomes a criterion for granting work, study or grading benefits. However, sexual harassment may also involve relationships among equals, as when repeated sexual advances or demeaning verbal behavior have a harmful effect on a person's ability to study or work in the academic setting. Activities such as:

- Comments repeatedly emphasizing the sexuality or sexual identity of an individual; or
- Persistent requests for social-sexual encounters and favors; or
- Physical contact of an offensive nature; or
- Indecent exposure; or
- Realized sexual encounters; or
- Sexual crimes

... constitute sexual harassment when they are of such severity as to create a hostile work or learning environment, or are requested in exchange for a change in the students, or employees conditions of learning or employment, the latter being referred to as quid pro quo sexual harassment. Examples of quid pro quo sexual harassment are where one or more of the following terms or conditions accompanies demands or requests for sexual favors:

- Explicit or implicit promises of rewards for cooperation via misuse of institutional authority, e.g. to affect a subordinate's admission/employment, academic/professional advancement, financial aid/ salary, grades/performance ratings, graduation/tenure, etc.
- Explicit or implicit threats of punishment for non-cooperation via misuse of institutional authority, e.g. to affect a subordinate's admission/employment, academic/professional advancement, financial aid/salary, grades/performance ratings, graduation/tenure, etc.
- Intimidation which creates a hostile or offensive academic/business environment; interferes with an individual's scholastic/work performance; prevents an individual's full

enjoyment of educational/professional opportunities; or induces conformance, stress, anxiety, fear or sickness on the part of the harassed person.

**Article II Policies**

**Section 2.01 Affirmative Action:**

(a) It is the policy of ACPHS that all persons be provided equal opportunities regardless of race, color, sex, sexual preference, age, religion, creed, national origin, marital status, Vietnam Era Veteran status, disabled Veteran status or disability. There will be no discrimination against any student or employee or applicant for employment or admission to any position for which she/he is qualified.

(b) ACPHS commits itself to Affirmative Action and will make major efforts to increase the number of minority members, women or disabled individuals in the student body, faculty and staff. We will seek to expand opportunities for these individuals at all levels of the College. While maintaining high standards of excellence, ACPHS will continue to broaden its pool of available minority, disabled and women candidates for positions on the faculty, staff and in the student body. We will, furthermore, endeavor to graduate men and women with a commitment to affirmative action and to help make equal opportunity a reality in our society.

(c) This policy applies to all aspects of the employment relationship including advertising, recruitment, hiring, transfers, training, promotion, compensation, separation, wage and salary administration, as well as to all construction, vending and procurement activities. It requires that all employment decisions and human resource policies be administered solely on the basis of an individual's ability and qualifications without regard to race, color, sex, sexual preference, age, religion, creed, national origin, marital status, Vietnam Era Veteran status, disabled Veteran status or disability.

**Section 2.02 Discrimination:**

(a) ACPHS is committed to a business and learning environment that is free of discriminatory intimidation or harassment. Discrimination on the basis of race, color, sex, sexual preference, age, religion, creed, national origin, marital status, Vietnam Era Veteran status, disabled Veteran status or disability, is illegal. Such conduct will not be tolerated.

**Section 2.03 Sexual Harassment:**

(a) The exploitation of institutional, academic or supervisory authority to sexually harass students, faculty, or staff members is a form of illegal sex-based discrimination in violation of Title IX of the Education Amendments Act of 1972 and of Title VII of the Civil Rights Act of 1964. Such conduct will not be tolerated.

(b) To avoid the potential for sexual harassment and conflict of interest, it is the policy of the College that no intimate relationship should exist between supervisor (or evaluator) and subordinate or between teacher and student. If a sexual relationship develops in such a situation, the supervisory authority and/or responsibility for grading, evaluation, etc. should be transferred promptly to another individual.

**Section 2.04 Protection of Complainants against Retaliation:**

(a) Retaliatory action against any person filing a complaint of any type of discrimination, including sexual harassment, is strictly prohibited. The Affirmative Action Advisor to the President (the "Advisor"), while attempting to mediate any sexual harassment complaint, will establish mutually agreed upon safeguards against retaliation as a part of the settlement.

(b) In addition, retaliatory action against any individual or group for participating in, or

cooperating with, an investigation or complaint of discrimination under these procedures is strictly prohibited.

#### Section 2.05 Restrictive Membership Clubs:

Official functions of ACPHS will not be held in clubs or other facilities that maintain restrictive membership requirements relating to race, color, sex, sexual preference, age, religion, creed, national origin, marital status, Vietnam Era Veteran status, disabled Veteran status or disability. In addition, ACPHS will not pay for membership in such clubs, nor any bills or expenses incurred at such clubs.

#### Article III Sanctions

ACPHS, in its sole discretion, shall determine appropriate sanctions to be imposed on individuals found to be engaging in sexual harassment, or a violation of any other of the policies hereby established. Examples of possible sanctions are warning letters to personnel or student discipline files; poor job performance ratings impacting upon salary, work assignment, promotion and contract renewal, job termination or suspension or expulsion of a student.

#### Article IV Affirmative Action Advisor to the President

##### Section 4.01

The Affirmative Action Advisor to the President shall be appointed by the President and shall serve at the pleasure of the President.

##### Section 4.02

The Affirmative Action Advisor to the President shall have the following duties, and responsibilities:

- (a) To assure that the entire College Community is aware of this policy, the identity of the Advisor and the identity of the members of the Affirmative Action Committee.
- (b) Hold meetings at least once each semester with the Affirmative Action Committee to discuss current cases pending at the College and developments in the law which affect this policy.
- (c) Conduct annual training sessions, mandatory for all faculty and staff, on this policy and procedures.
- (d) Receive any complaint of any faculty, staff, student or administrator who believes that he/she has been a victim of harassment or discrimination and explain Discrimination Complaint Procedures to complainant.
- (e) Notify the President, or in the event that there is a conflict of interest, notify the Dean, that a complaint has been filed. Apprise President, or in the event that there is a conflict of interest, notify the Dean, of ongoing progress regarding complaint, determinations, recommended sanctions, appeals etc.
- (f) Investigate the complaint, interviewing the complainant, the subject(s) of the complaint (respondent) and witnesses, and any relevant evidence—e.g. notes, e-mails, etc; access all human resource records, and/or student records, and records relating to action pertaining to the individual which may be located in the department, Office of the President or any other repository at the College. Initially discuss the factors of the case separately with the complainant and the respondent and discuss the possible actions to be taken. At these meetings, the Advisor will give copies of the Discrimination Complaint Procedure and the Appeal Procedure to the complainant and to the respondent.
- (g) Within 40 days of the date a complaint is made, make a preliminary determination of probable cause or no probable cause and the reasons therefore and document

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and transmit in writing to both complainant and respondent and the Affirmative Action Committee, the preliminary determination and recommend sanctions, if any.

(h) Within six (6) ACPHS business days of receipt of the preliminary determination, the respondent or complainant may provide to the Advisor a written response to the preliminary determination of the Advisor either admitting or disputing the determination made or the findings and bases for the findings made by the Advisor. Matters not denied shall be deemed admitted. Respondent's and complainant's responses, if any, shall promptly be provided to the Committee.

(i) Upon advice from the Affirmative Action Committee of its determination, and sanctions imposed if any, advise complainant and respondent if he/she is not satisfied with the determination and sanction(s) that he/she has the right of the appeal to the President as hereafter set forth in this policy.

(j) If complainant or respondent appeals notify President and the Chair of the Affirmative Action Committee that an appeal has been filed, and provide the President with a complete record of the proceedings to the date of the appeal.

#### Article V Affirmative Action Committee

##### Section 5.01

The Affirmative Action Committee shall consist of 8 persons, 3 members appointed by the President from the Administration/Staff, 3 faculty members appointed by the Faculty, and 3 student members. Terms of all members shall commence on July 1 and end June 30. Student members shall be appointed annually by the Student Government. Administration/Staff and Faculty members shall serve three-year staggered terms. The initial appointments made by the President and by the Faculty for the year of this revised policy commencing July 1, 2004, shall be designated as one-year, two-year and three-year terms. Thereafter appointments made by the President and by the Faculty shall be for three-year terms. The Committee shall elect a Chair from its ranks.

##### Section 5.02

The Chair of the Affirmative Action Committee (the "Committee") has been delegated with the responsibility under the Affirmative Action Complaint Procedure to appoint a three-member panel (the "Panel") to conduct hearings when hearings are determined to be necessary. The Panel shall make a recommendation through the Committee to the President who shall render the final decision on a discrimination complaint.

##### Section 5.03 Affirmative Action Committee Preliminary Procedures:

- (a) Within ten (10) ACPHS business days of receipt from the Affirmative Action Advisor of the preliminary determination and determine whether:
  - to adopt the preliminary determination;
  - to amend the determination and/or the recommended sanctions; or
  - to conduct a hearing.
- (b) If the Committee shall determine that a hearing is necessary, the Chair will appoint three members of the Committee, one from Administration/Staff, one from the faculty and one student, as a panel to review the case (the "Panel"). The Panel shall elect one of its members to be chair of the Panel.
- (c) The complainant and the respondent will be notified by the Advisor whether a hearing will be conducted, and if the Committee's initial determination is that a hearing is to be conducted the complainant and the respondent also will be notified of the names of the persons chosen as the Panel, and they will be advised that they each may file a response

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within (3) business days, to the Advisors preliminary determination specifying the portions of the preliminary determination and/or recommended sanctions which they support or dispute, with an outline of any additional evidence to be offered at the hearing in support of their position

including a list of proposed witnesses.

(d) If the Committee has determined that no hearing should be conducted, the complainant or respondent may request a hearing. Such request shall be made within three (3) business days of notification of the Committee's initial determination that no hearing will be held.

Said request shall be delivered to the Advisor who shall promptly provide copies to the Committee and to the other party, the complainant or respondent as the case may be. The request shall specify the portions of the preliminary determination and/or recommended sanctions which they support or dispute, with an outline of any additional evidence to be offered at the hearing in support of their position including a list of proposed witnesses.

(e) Within three (3) days of receipt of the request, the other party may file with the Advisor a response thereto which shall specify the portions of the preliminary determination and/or recommended sanctions which they support or dispute, with an outline of any additional evidence to be offered at the hearing in support of their position including a list of proposed witnesses.

(f) The Committee has sole discretion to determine if a hearing is necessary or if the matter can be decided on the basis of the record without a hearing. In the event the Committee, after considering the request for a hearing and the response thereto, reverses its initial determination and determines to hold a hearing, the Chair shall select a Panel in accordance with the procedures set forth above.

(g) Within three (3) ACPHS business days of receipt of the notice identifying the members of the Panel, the complainant and respondent will each be allowed to disqualify one person from the Panel if so desired. If an individual is disqualified, the Committee Chair will appoint another member of the Committee to serve on the Panel. The Chair shall endeavor to replace an Administration/Staff member with another Administration member, a faculty member with a faculty member and a student member with a student member where possible, but if not possible the Chair may appoint another member of the Committee to replace a disqualified member of the panel.

(h) The record before the Panel upon which it shall base its recommendation to the President will be comprised of the:

- Submissions of the parties;
- Any testimony taken during the hearing;
- Any documents or other evidence submitted and accepted by the Panel;
- All records or material reviewed by the Advisor in reaching a determination on the complaint but excluding materials such as interpretations or analyses prepared by the Advisor in the case.

(i) The Advisor shall prepare and give the record to the Panel except for information or testimony to be taken during the hearings. In addition, she/he shall make a copy of the record available for review by the complainant and respondent.

##### Section 5.04 Conduct of the Hearing:

- (a) The Panel shall give the parties written notice of the date, time and place of the first session of the hearing. If possible, this notice will be given seven (7) ACPHS business days prior to the first session, but in no event will less than three (3) business days notice be given.
- (b) The respondent(s) and the complainant(s) have the right to be represented or aided by

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a member of the ACPHS community.

(c) A transcript will not be kept unless the Panel determines otherwise. Proceedings will be recorded.

(d) The Panel hearings shall be closed.

(e) All parties, participants and witnesses will observe strict rules of decorum.

(f) The Panel will strive to conduct the hearing as expeditiously as possible. Any rulings made during the course of the proceeding shall require the approval of at least two members.

(g) The order of presentation on the matters to be examined in the hearing shall be as follows: the appellant or her/his representative first offer evidence in support of the appeal followed by the adverse party, followed by the Advisor. If the Advisor determines additional evidence should be brought to the attention of the Panel Complainant, respondent or the Advisor may present evidence through witnesses, documentation or in a narrative manner. Five copies of all documents offered shall be made available by the party offering the document, such that there is a copy for the complainant, respondent, Advisor and each Panel member. All documents shall be identical to the original. The complainant, respondent and the Advisor shall each have the right to cross exam witnesses and to challenge the authenticity, or relevance of other evidence.

(h) Complainant, respondent and the Advisor shall have the opportunity for rebuttal in the same order. Additional rebuttal by each side may be permitted at the discretion of the Panel. This procedure may be altered if the Panel believes that orderly development of the issues requires a different method of examination.

(i) Neither complainant, respondent or the Advisor or their representative(s) are to discuss the proceedings with members of the Panel unless the Panel is meeting as a body. This does not, however, preclude Complainant, respondent or the Advisor or her/his representative from reviewing with the Panel Chair purely technical matters such as the names of witnesses or the nature of documents to be introduced at a hearing.

(j) The Panel is not bound by the rules of evidence, or by the rules of law relating to due process, and its determinations shall not be challengeable when made in good faith. Neither complainant or respondent shall be entitled to be represented by an attorney. When new matters, not set forth in the submissions of the parties prior to the hearings, or in the notices from the Committee or the Panel to the parties, are raised at the hearing, the parties shall be afforded a reasonable opportunity to prepare and to respond to the new material, and the Panel may in its discretion, but is not required to, refer the matter to the Advisor for reconsideration.

Discussion of the matter by the members of the Panel, including discussion of procedural matters, should be limited to occasions when the Panel is meeting as a body.

(k) In the conduct of the hearing, its deliberations and its determinations the Panel should be sensitive to the interests of both the complainant and the respondent, but that if it shall determine that a preponderance of the credible evidence establishes a violation of the policy, its first duty is to the College to assure that appropriate action is taken to redress the situation and to assure that such violations of this policy do not recur.

##### Section 5.05 Findings and Decisions:

- (a) The panel's recommendation shall require the approval of at least two members. Written dissenting or concurring opinions are permitted and shall be submitted with the recommendation.
- (b) The Panel shall render its written recommendation to the Chair of the Committee within

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thirty (30) ACPHS business days after it received the record from the advisor or from the conclusion of the hearing, where a hearing was held.

(c) The Chair of the Committee shall submit the panel's recommendation to the President within six (6) College business days after the issuance of the Panel's recommendation.

(d) Within twenty (20) ACPHS business days after receipt of the recommendation from the Panel, the President, or his/her designee, shall issue in writing a decision on the case, and shall inform all parties, the Advisor and the Chair of the Committee of the decision, and the basis for the decision. The Chair of the Committee shall notify the Committee of the decision. The President shall not be required to adopt the determination or recommendations of the Panel or of the Advisor.

(e) The President's decision along with the Panel's recommendations shall be made available to all parties in the proceeding.

(f) The President's decision shall be final.

**Article VI Procedure for Processing Complaints of Discrimination**

**Section 6.01 Who May File a Complaint:**

Any employee, applicant for employment or student at ACPHS who believes that she/he has been discriminated against in violation of this policy may file a complaint of discrimination. A group of eligible people may jointly file a complaint.

**Section 6.02 When to file:**

In order to pursue redress through ACPHS's affirmative action procedures an aggrieved employee or student should meet with the Affirmative Action Advisor to the President (the "Advisor") as soon as possible after the alleged act of discrimination to discuss the complaint, or in the event of a conflict with the Associate Dean for Students.

**Section 6.03 Where to File:**

An employee, student, or applicant who wishes to file a complaint of discrimination must first meet with the Advisor or, in his/her absence, the Associate Dean for Students, who shall act in the Advisor's capacity until the Advisor returns.

**Section 6.04 How to File a Complaint:**

When the employee or student meets with the Advisor the employee or student will be given a written form (example attached) to be filled out that contains the following information:

- Name of Complainant; Signature of Complainant.
- Home Address (Street, County, City, State, Zip Code).
- Home Telephone Number (including area code).
- Business or College Address (complete).
- Business or College Telephone Number (including area code).
- Position Held.
- Basis for filing a complaint of discrimination (race, color, sex, sexual preference, age, religion, creed, national origin, marital status, Vietnam Era Veteran's status, disabled Veteran status or disability).
- Place of alleged discriminatory act.
- Person (respondent) who committed alleged act of discrimination.
- Person designated to represent the complainant if she/he wants to be assisted. (The complainant may select a faculty member, staff person or student from ACPHS. The representative may not be an attorney nor may it be anyone who has a conflict of interest in the matter.)

• A detailed account of the events that led to the filing of the complaint of discrimination

**Article VII Miscellaneous Rules**

**Section 7.01 Confidentiality:**

Due to the sensitive nature of these complaints, the Advisor, Committee, Panel and all parties shall endeavor to maintain confidentiality, provided, however, if the credible evidence establishes a violation of the policy, the College shall take such steps to assure that appropriate action is taken to redress the situation and to assure that such violations of this policy do not recur. Where not inconsistent with this duty the College, the Panel, the Committee and the Advisor shall take such steps as shall reasonably be required to protect any requested confidentiality or anonymity of:

- i.) victims of the violations of this policy;
- ii.) provided no credible evidence exists supporting the charges, persons charged with violating this policy.

**Section 7.02 Conflict of Interest Resolution:**

In the event that a complaint is filed against a person who has a major responsibility under these procedures, the Committee will make a recommendation to the President who shall determine the appropriate change(s) in procedures or persons implementing this policy, and inform the Committee, Advisor, complainant and respondent in writing of such changes. Where there is a conflict of interest with the President, the Dean shall act in the place and stead of the President.

**Section 7.03 Record Retention Time of Discrimination Complaints:**

The Advisor will retain the concluded Discrimination Complaints in a locked confidential file for three (3) years. At the end of the three years, the Discrimination Complaints will be boxed, archived and maintained by the College. Access to the files will be limited to the President or his/her designee and the Advisor. The Advisor and the President will review the files after seven (7) years and a decision to dispose or to retain the files for a longer period will be made at that time. Nothing in this policy shall affect any obligation of ACPHS to comply with lawfully issued process such as subpoenas and Court Orders in regard to these documents.

**Section 7.04 Record Retention Demographics:**

The College shall maintain for a minimum period of three years, beginning with the year after the year of compilation or acquisition, the following records:

- Records indicating the racial composition of the student body, faculty and administrative staff for each academic year;
- Records sufficient to document that scholarship and other financial assistance is awarded on a racially nondiscriminatory basis;
- Copies of all brochures, catalogues and advertising dealing with student admissions, programs and scholarships.
- Copies of all materials used by or on behalf of the school to solicit contributions.

**ALBANY COLLEGE OF PHARMACY AND HEALTH SCIENCES DISCRIMINATION COMPLAINT**

Name of Complainant: \_\_\_\_\_

Date Filed: \_\_\_\_\_

Home Address: \_\_\_\_\_

Street City State Zip Code \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Area Code \_\_\_\_\_

Signature \_\_\_\_\_

College Address: \_\_\_\_\_

Street City State Zip Code \_\_\_\_\_

College Telephone: \_\_\_\_\_

Position Held: \_\_\_\_\_

Basis for filing complaint of discrimination: Circle appropriate classification(s)

Race Sex Ethnic Origin

Religion

Color Age Sexual Harassment

Sexual Preference

National Origin Creed Marital Status Disability

Veteran's Status Vietnam Era Veteran Status Disabled Veteran

Place of alleged discriminatory act: \_\_\_\_\_

Person(s) who committed alleged act(s) of discrimination: \_\_\_\_\_

Person assisting complainant (Optional):

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Street City State Zip Code \_\_\_\_\_

Telephone: \_\_\_\_\_

Area Code \_\_\_\_\_

Description of Events Leading to Filing a Complaint: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX D**

**SUMMARY OF NEW YORK STATE AND VERMONT SEX OFFENSES**

Whether or not specifically stated, it is an element of every offense defined below that the sexual act was committed without consent of the victim. Lack of consent can be expressed by word, or evidenced by the victim's actions or deeds, or it can be implied from forcible compulsion, from incapacity to consent, or from circumstances in which the victim does not expressly or impliedly acquiesce in the actor's conduct.

A person is deemed incapable of consent when he or she is: less than seventeen years old; or mentally disabled; or mentally incapacitated; or physically helpless.

**Section 130.20 Sexual misconduct**

A person is guilty of sexual misconduct when:

- 1. He or she engages in sexual intercourse with another person without such person's consent; or
- 2. He or she engages in oral sexual conduct or anal sexual conduct with another person without such person's consent; or
- 3. He or she engages in sexual conduct with an animal or a dead human body. Sexual misconduct is a class A misdemeanor.

**Section 130.25 Rape in the third degree**

A person is guilty of rape in the third degree when:

- 1. He or she engages in sexual intercourse with another person who is incapable of consent by reason of some factor other than being less than seventeen years old;
- 2. Being twenty-one years old or more, he or she engages in sexual intercourse with another person less than seventeen years old; or
- 3. He or she engages in sexual intercourse with another person without such person's consent where such lack of consent is by reason of some factor other than incapacity to consent.

Rape in the third degree is a class E felony.

**Section 130.30 Rape in the second degree**

A person is guilty of rape in the second degree when:

- 1. Being eighteen years old or more, he or she engages in sexual intercourse with another person less than fifteen years old; or
- 2. He or she engages in sexual intercourse with another person who is incapable of consent by reason of being mentally disabled or mentally incapacitated.

It shall be an affirmative defense to the crime of rape in the second degree as defined in subdivision one of this section that the defendant was less than four years older than the victim at the time of the act.

Rape in the second degree is a class D felony.

**Section 130.35 Rape in the first degree**

A person is guilty of rape in the first degree when he or she engages in sexual intercourse with another person:

- 1. By forcible compulsion; or

2. Who is incapable of consent by reason of being physically helpless; or
  3. Who is less than eleven years old; or
  4. Who is less than thirteen years old and the actor is eighteen years old or more.
- Rape in the first degree is a class B felony.

**Section 130.40 Criminal sexual act in the third degree**

A person is guilty of criminal sexual act in the third degree when:

1. He or she engages in oral sexual conduct or anal sexual conduct with a person who is incapable of consent by reason of some factor other than being less than seventeen years old;
2. Being twenty-one years old or more, he or she engages in oral sexual conduct or anal sexual conduct with a person less than seventeen years old; or
3. He or she engages in oral sexual conduct or anal sexual conduct with another person without such person's consent where such lack of consent is by reason of some factor other than incapacity to consent.

Criminal sexual act in the third degree is a class E felony.

**Section 130.45 Criminal sexual act in the second degree**

A person is guilty of criminal sexual act in the second degree when:

1. Being eighteen years old or more, he or she engages in oral sexual conduct or anal sexual conduct with another person less than fifteen years old; or
2. He or she engages in oral sexual conduct or anal sexual conduct with another person who is incapable of consent by reason of being mentally disabled or mentally incapacitated.

It shall be an affirmative defense to the crime of criminal sexual act in the second degree as defined in subdivision one of this section that the defendant was less than four years older than the victim at the time of the act.

Criminal sexual act in the second degree is a class D felony.

**Section 130.50, Criminal sexual act in the first degree**

A person is guilty of criminal sexual act in the first degree when he or she engages in oral sexual conduct or anal sexual conduct with another person:

1. By forcible compulsion; or
2. Who is incapable of consent by reason of being physically helpless; or
3. Who is less than eleven years old; or
4. Who is less than thirteen years old and the actor is eighteen years old or more.

Criminal sexual act in the first degree is a class B felony.

**Section 130.52. Forcible touching**

A person is guilty of forcible touching when such person intentionally, and for no legitimate purpose, forcibly touches the sexual or other intimate parts of another person for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor's sexual desire.

For the purposes of this section, forcible touching includes squeezing, grabbing or pinching.

Forcible touching is a class A misdemeanor.

**Section 130.55. Sexual abuse in the third degree**

A person is guilty of sexual abuse in the third degree when he or she subjects another person to sexual contact without the latter's consent; except that in any prosecution under this section, it is an affirmative defense that (a) such other person's lack of consent was due solely to incapacity to consent by reason of being less than seventeen years old, and (b) such other person was more than fourteen years old, and (c) the defendant was less than five years older than such other person.

Sexual abuse in the third degree is a class B misdemeanor.

**Section 130.60. Sexual abuse in the second degree**

A person is guilty of sexual abuse in the second degree when he or she subjects another person to sexual contact and when such other person is:

1. Incapable of consent by reason of some factor other than being less than seventeen years old; or
2. Less than fourteen years old.

Sexual abuse in the second degree is a class A misdemeanor.

**Section 130.65. Sexual abuse in the first degree**

A person is guilty of sexual abuse in the first degree when he or she subjects another person to sexual contact:

1. By forcible compulsion; or
2. When the other person is incapable of consent by reason of being physically helpless; or
3. When the other person is less than eleven years old.

Sexual abuse in the first degree is a class D felony.

**Section 130.65-a. Aggravated sexual abuse in the fourth degree**

1. A person is guilty of aggravated sexual abuse in the fourth degree when:

- (a) He or she inserts a foreign object in the vagina, urethra, penis or rectum of another person and the other person is incapable of consent by reason of some factor other than being less than seventeen years old; or
- (b) He or she inserts a finger in the vagina, urethra, penis or rectum of another person causing physical injury to such person and such person is incapable of consent by reason of some factor other than being less than seventeen years old.

2. Conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated sexual abuse in the fourth degree is a class E felony.

**Section 130.66. Aggravated sexual abuse in the third degree**

1. A person is guilty of aggravated sexual abuse in the third degree when he inserts a foreign object in the vagina, urethra, penis or rectum of another person:

- (a) By forcible compulsion; or
- (b) When the other person is incapable of consent by reason of being physically helpless; or

(c) When the other person is less than eleven years old.

2. A person is guilty of aggravated sexual abuse in the third degree when he or she inserts a foreign object in the vagina, urethra, penis or rectum of another person causing physical injury to such person and such person is incapable of consent by reason of being mentally disabled or mentally incapacitated.

3. Conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated sexual abuse in the third degree is a class D felony.

**Section 130.67. Aggravated sexual abuse in the second degree**

1. A person is guilty of aggravated sexual abuse in the second degree when he inserts a finger in the vagina, urethra, penis, or rectum of another person causing physical injury to such person:

- (a) By forcible compulsion; or
- (b) When the other person is incapable of consent by reason of being physically helpless; or
- (c) When the other person is less than eleven years old.

2. Conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated sexual abuse in the second degree is a class D felony.

**Section 130.70. Aggravated sexual abuse in the first degree**

1. A person is guilty of aggravated sexual abuse in the first degree when he inserts a foreign object in the vagina, urethra, penis or rectum of another person causing physical injury to such person:

- (a) By forcible compulsion; or
- (b) When the other person is incapable of consent by reason of being physically helpless; or
- (c) When the other person is less than eleven years old.

2. Conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated sexual abuse in the first degree is a class B felony.

**Section 130.75. Course of sexual conduct against a child in the first degree**

1. A person is guilty of course of sexual conduct against a child in the first degree when, over a period of time not less than three months in duration:

- (a) He or she engages in two or more acts of sexual conduct, which includes at least one act of sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with a child less than eleven years old; or

(b) He or she, being eighteen years old or more, engages in two or more acts of sexual conduct, which include at least one act of sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with a child less than thirteen years old.

2. A person may not be subsequently prosecuted for any other sexual offense involving the same victim unless the other charged offense occurred outside the time period charged under this section.

Course of sexual conduct against a child in the first degree is a class B felony.

**Section 130.80. Course of sexual conduct against a child in the second degree**

1. A person is guilty of course of sexual conduct against a child in the second degree when, over a period of time not less than three months in duration:

- (a) He or she engages in two or more acts of sexual conduct with a child less than eleven years old; or
- (b) He or she, being eighteen years old or more, engages in two or more acts of sexual conduct with a child less than thirteen years old.

2. A person may not be subsequently prosecuted for any other sexual offense involving the same victim unless the other charged offense occurred outside the time period charged under this section.

Course of sexual conduct against a child in the second degree is a class D felony.

**Section 130.85. Female genital mutilation**

1. A person is guilty of female genital mutilation when:

- (a) A person knowingly circumcises, excises, or infibulates the whole or any part of the labia majora or labia minora or clitoris of another person who has not reached eighteen years of age; or

(b) Being a parent, guardian or other person legally responsible and charged with the care or custody of a child less than eighteen years old, he or she knowingly consents to the circumcision, excision or infibulations of whole or part of such child's labia majora or labia minora or clitoris.

2. Such circumcision, excision, or infibulation is not a violation of this section if such act is:

- (a) Necessary to the health of the person on whom it is performed, and is performed by a person licensed in the place of its performance as a medical practitioner; or
- (b) Performed on a person in labor or who has just given birth and is performed for medical purposes connected with that labor or birth by a person licensed in the place it is performed as a medical practitioner, midwife, or person in training to become such a practitioner or midwife.

3. For the purposes of paragraph (a) of subdivision two of this section, no account shall be taken of the effect on the person on whom such procedure is to be performed of any belief on the part of that or any other person that such procedure is required as a matter of custom or ritual.

Female genital mutilation is a class E felony.

**Section 130.90. Facilitating a sex offense with a controlled substance**

A person is guilty of facilitating a sex offense with a controlled substance when he or she:

1. Knowingly and unlawfully possesses a controlled substance or any preparation, compound, mixture or substance that requires a prescription to obtain and administers such substance or preparation, compound, mixture or substance that requires a prescription to obtain to another person without such person's consent and with intent to commit against such person conduct constituting a felony defined in this article; and

2. Commits or attempts to commit such conduct constituting a felony defined in this article.

Facilitating a sex offense with a controlled substance is a class D felony.

**SUMMARY OF VERMONT SEX OFFENSES**

*Vermont Statutes Annotated, Title 13*

**§ 3252. Sexual assault**

(a) No person shall engage in a sexual act with another person and compel the other person to participate in a sexual act ["sexual act" means conduct between persons consisting of contact between the penis and the vulva, the penis and the anus, the mouth and the penis, the mouth and the vulva, or any intrusion, however slight, by any part of a person's body or any object into the genital or anal opening of another].

(1) without the consent of the other person ["consent" means words or actions by a person indicating a voluntary agreement to engage in a sexual act, 13 V.S.A. § 3251(3)]; or

(2) by threatening or coercing the other person; or

(3) by placing the other person in fear that any person will suffer imminent bodily injury.

(b) No person shall engage in a sexual act with another person and impair substantially the ability of the other person to appraise or control conduct by administering or employing drugs or intoxicants without the knowledge or against the will of the other person.

(c) No person shall engage in a sexual act with a child who is under the age of 16, except:

(1) where the persons are married to each other and the sexual act is consensual; or  
(2) where the person is less than 19 years old, the child is at least 15 years old, and the sexual act is consensual.

(d) No person shall engage in a sexual act with a child who is under the age of 18 and is entrusted to the actor's care by authority of law or is the actor's child, grandchild, foster child, adopted child, or stepchild.

(e) No person shall engage in a sexual act with a child under the age of 16 if:

(1) the victim is entrusted to the actor's care by authority of law or is the actor's child, grandchild, foster child, adopted child, or stepchild; or  
(2) the actor is at least 18 years of age, resides in the victim's household, and serves in a parental role with respect to the victim.

... [Penalties for violation of § 3252 range from three years to life and fines up to \$25,000].

**§ 3253. Aggravated sexual assault**

(a) A person commits the crime of aggravated sexual assault if the person commits sexual assault under any one of the following circumstances:

(1) At the time of the sexual assault, the actor causes serious bodily injury to the victim or to another.

(2) The actor is joined or assisted by one or more persons in physically restraining, assaulting or sexually assaulting the victim.

(3) The actor commits the sexual act under circumstances which constitute the crime of kidnapping.

(4) The actor has previously been convicted in this state of sexual assault under subsection 3252(a) or (b) of this title or aggravated sexual assault or has been convicted in any jurisdiction in the United States or territories of an offense which would constitute sexual assault under subsection 3252(a) or (b) of this title or aggravated sexual assault if committed in this state.

(5) At the time of the sexual assault, the actor is armed with a deadly weapon and uses or threatens to use the deadly weapon on the victim or on another.

(6) At the time of the sexual assault, the actor threatens to cause imminent serious bodily injury to the victim or to another and the victim reasonably believes that the actor has the present ability to carry out the threat.

(7) At the time of the sexual assault, the actor applies deadly force to the victim.

(8) The victim is under the age of 13 and the actor is at least 18 years of age.

(9) The victim is subjected by the actor to repeated nonconsensual sexual acts as part of the same occurrence or the victim is subjected to repeated nonconsensual sexual acts as part of the actor's common scheme and plan.

... [Penalties for violation of § 3253 range from ten years to life and fines up to \$50,000].

**§ 3254. Trial procedure; consent**

In a prosecution for a crime defined in this chapter or section 2601 of this title:

(1) Lack of consent may be shown without proof of resistance;

(2) A person shall be deemed to have acted without the consent of the other person where the actor:

(A) Knows that the other person is mentally incapable of understanding the nature of the sexual act or lewd and lascivious conduct; or

(B) Knows that the other person is not physically capable of resisting, or declining consent to the sexual act or lewd and lascivious conduct; or

(C) Knows that the other person is unaware that a sexual act or lewd and lascivious conduct is being committed; or

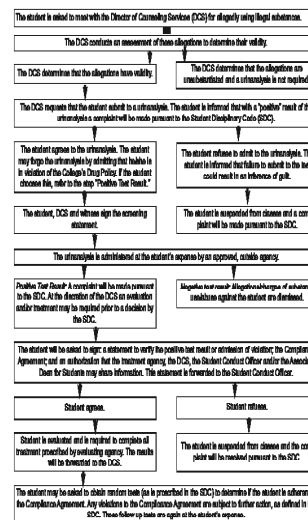
(D) Knows that the other person is mentally incapable of resisting, or declining consent to the sexual act or lewd and lascivious conduct, due to mental illness or mental retardation as defined in section 3061 of Title 14.

**APPENDIX E**

**FLOWCHART OF SUBSTANCE ABUSE PROCEDURES FOR REFERRAL AND INTERVENTION**

All Albany College of Pharmacy and Health Sciences students are informed that, if significant allegations are made against them, as determined by the director of counseling services, indicating that they are using illegal substances, they may be requested to submit to a drug screen urinalysis. This urinalysis will be administered by the College's director of counseling services and/or the associate dean for students or the assistant vice president for student services, or at their discretion it may be requested that the urinalysis be administered by an outside agency.

Should there be an allegation of substance use against a student; the chart on the following page outlines the steps that will be taken.



**APPENDIX F**

**STUDENT DISCIPLINARY CODE**

**Article I: Definitions**

1. The term "College" means Albany College of Pharmacy and Health Sciences.
2. The term "student" includes all persons taking courses at the College, both fulltime and part-time, pursuing undergraduate or postgraduate studies and those who attend post-secondary educational institutions other than Albany College of Pharmacy and Health Sciences and who reside in the College residence halls. Persons who are not officially

enrolled for a particular term but who have a continuing relationship with the College are considered "students."

3. The term "faculty member" means any person hired by the College to conduct classroom or teaching activities or who is otherwise considered by the College to be a member of its faculty.

4. The term "College official" includes any person employed by the College, performing assigned administrative or professional responsibilities.

5. The term "member of the College community" includes any person who is a student, faculty member, College official or any other person employed by the College. A person's status in a particular situation shall be determined by the Associate Dean for Students.

6. The term "College premises," also referred to as the campus, includes all land, buildings, facilities and other property in the possession of or owned, used or controlled by the College (including adjacent streets and sidewalks), and includes the common areas of the University Heights Campus.

7. The term "organization" means an association formed by its members, some of who are students, who have complied with the formal requirements for College recognition, including but not limited to those requirements defined and outlined by the Student Council.

8. The term "Student Conduct Committee" means those persons selected by their respective constituencies in accordance with Article II paragraph 2 hereof.

9. The term "Student Conduct Officer" means a member of the Student Conduct Committee authorized on a case-by-case basis by the Assistant Registrar to perform the duties of the Student Conduct Officer under this Code. Nothing shall prevent the Assistant Registrar from authorizing the same individual to act as Student Conduct Officer in several or all cases.

10. The term "Appellate Board" means those person or persons selected to act as the Appellate Board of the College in accordance with Article II paragraph 3 hereof.

11. The term "policy" is defined as the written regulations and policies of the College as found in, but not limited to, the Student Disciplinary Code, the Honor Code, the Drug and Alcohol Policy, the Occupancy Agreement, the College Catalog, the Professional Experience Program Manual or on the College web site.

12. The terms "cheating" and "plagiarism" are defined as defined in the Honor Code Constitution, which can be found in the Catalog or can be obtained from the Honor Code Committee.

**Article II: Judicial Authority**

1. Jurisdiction of the College under this Student Code shall extend to all students charged with a violation of this Code. Where College disciplinary proceedings have been instituted against a student also charged with violation of a federal, state or local law, proceedings under this Student Code may be carried out prior to, simultaneously with or following civil or criminal proceedings off campus, at the discretion of the Student Conduct Committee. Where charges would also constitute, in whole or in part, a violation of the Honor Code or the Affirmative Action Policy, they will not be prosecuted under this Code, but will be prosecuted under either the Honor Code or the Affirmative Action Policy as determined in accordance with the Honor Code and the Affirmative Action Policy. The Associate Dean for Students is responsible for the administration of this Student Disciplinary Code.

2. The Student Conduct Committee shall consist of six (6) persons chosen annually: two (2) faculty members, two (2) students and two (2) administrators. These members shall be selected by their respective constituencies. One (1) faculty alternate, one (1) student alternate and one (1) administrator alternate also shall be selected. Members shall serve



until their replacements have been selected. In the event cases occur at times when the student members are unavailable, the Student Conduct Officer and/or the Assistant Registrar may select students randomly by computer and may limit the selection to those residing in the Capital Region.

3. The Appellate Board of the College is annually constituted and consists of three (3) individuals: one (1) faculty member, one (1) student and one (1) administrator.

The faculty and student members shall be elected by their respective constituencies. The administrator shall be appointed by the President. Members shall serve until their replacements have been selected. In the event cases occur at times when the student member is unavailable, the Student Conduct Officer may select a student randomly by computer and may limit the selection to those residing in the Capital Region.

#### Article III: Proscribed Conduct

##### A. Conduct - Rules and Regulations

Any student or organization found to have committed any of the following acts is subject to the disciplinary sanctions outlined in Article IV:

1. Acts of dishonesty, including but not limited to the following:

a. Cheating, plagiarism or other forms of academic dishonesty.

b. Furnishing false information to any College official, faculty member or office, including but not limited to furnishing false information on any application

for any program offered by the College.

c. Forgery, alteration or misuse of any College document, record or instrument of identification.

d. Tampering with the election of any College-recognized student organization.

2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other College activities including the College's public-service functions on or off College premises, or other authorized non-College activities, when the act occurs on College premises.

3. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct that threatens or endangers the health or safety of any person.

4. Attempted or actual theft of and/or damage to property of the College or property of a member of the College community or other personal or public property.

5. Hazing, defined as an act that endangers the mental or physical health or safety of any person, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with or as a condition for continued membership in a group or organization.

6. Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.

7. Unauthorized possession, duplication or use of College identification or access cards or of keys to any College premises or unauthorized entry to or use of College premises.

8. Violation of published College policies, rules or regulations, including but not limited to those listed in the Student Disciplinary Code, the Honor Code, the Drug and Alcohol Policy, the Occupancy Agreement, the College Catalog, the Professional Experience Program Manual or on the College website.

9. Conduct that could be a felony or misdemeanor level violation of federal, state or local law.

10. Use, possession, manufacturing or distribution of marijuana, heroin, narcotics or other controlled substances except as expressly permitted by law.

11. Use, possession, manufacturing or distribution of alcoholic beverages (except as expressly permitted by College regulations), or public intoxication. Alcoholic beverages may not, in any circumstance, be used by, possessed by or distributed to any person under twenty-one (21) years of age.

12. Illegal or unauthorized possession of firearms, explosives, other weapons or dangerous chemicals on College premises.

13. Any act, including participation in an on- or off-campus demonstration, that disrupts the normal operations of the College or infringes on the rights of other members of the College community, including leading or inciting others to disrupt scheduled and/or normal College activities on or off College premises.

14. Intentionally causing an unreasonable obstruction of the freedom of movement of persons or the free flow of pedestrian or vehicular traffic on College premises or at College-sponsored or supervised functions.

15. Conduct that is disorderly, lewd or indecent; breach of peace; or aiding, abetting or procuring another person to breach the peace on College premises or at functions sponsored by, or participated in by, the College or members of the academic community. Disorderly conduct includes but is not limited to: any unauthorized

use of electronic or other devices to make an audio or video record of any person while on College premises without his/her consent except where activities recorded are public behavior. This prohibited conduct includes, but is not limited to, taking pictures of another person in a gym, locker room, dormitory room, restroom, or other place on or off campus where a person has a reasonable expectation of privacy.

16. Theft or other abuse of computer facilities and resources, including but not limited to:

a. Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.

b. Unauthorized transfer of a file.

c. Use of another individual's identification and/or password.

d. Use of computing facilities and resources to interfere with the work of another student, faculty member or College Official.

e. Use of computing facilities and resources to send obscene or abusive messages.

f. Use of computing facilities and resources to interfere with normal operation of the College computing system.

g. Use of computing facilities and resources in violation of copyright laws.

h. Any violation of the College Computer Use Policy.

17. Abuse of the judicial system, including but not limited to:

a. Failure, without good cause, to obey the written direction of the Student Conduct Committee to provide evidence at a hearing, provided there is proof that such direction was received in a timely manner.

b. Falsification, distortion or misrepresentation of information before a Student Conduct Committee.

c. Disruption or interference with the orderly conduct of a judicial proceeding.

d. Institution of a judicial proceeding knowingly without cause.

e. Attempting to discourage an individual's proper participation in or use of the judicial system.

f. Attempting to improperly influence the impartiality of a member of a Student Conduct Committee prior to and/or during the course of the hearing by communications which are not parts of the Official Record as defined in Article IV paragraph 6 of this Code.

g. Harassment (verbal or physical) and/or intimidation of a member of a Student Conduct Committee prior to, during and/or after a judicial proceeding.

h. Failure to comply with the sanction(s) imposed under the Student Code.

i. Influencing or attempting to influence another person to commit an abuse of the judicial system.

18. For so long as such sanction remains in effect, a student may not participate in or attend events sponsored or conducted, in fact or in name, by a student organization that has been suspended or has been deactivated by the College.

#### Article IV: Judicial Policies

##### A. Charges and Hearings

1. Any member of the College community, hereafter referred to as the "Complainant" may file charges against any student, hereafter referred to as the "Accused Student" for misconduct. Charges shall be prepared in writing and directed to the Assistant Registrar. Any charge should be submitted as soon as possible after the event takes place and forwarded to the Assistant Registrar. The Assistant Registrar will notify the Accused Student in writing of the charges. The Accused Student may, but is not required to, respond to the charges in writing. Such response shall be given to the Associate Dean for Students within five (5) business days of receipt by the Accused Student of the charges.

2. The Assistant Registrar shall designate from the faculty or administrative members of the Student Conduct Committee a member to act as the Student Conduct Officer with respect to such charges and will forward the charges, and all written documents related to the case, to the assigned Student Conduct Officer. The Student Conduct Officer will conduct an investigation to determine whether the charges allege a violation of this code and whether evidence exists to support the charges. The Student Conduct Officer, in his/her sole discretion, then determines if the charges can be disposed of administratively, including dismissal for lack of evidence or because the alleged misconduct does not constitute a violation of this Code, or by mediating between the parties involved and achieving a resolution acceptable to the parties and to the Student Conduct Officer. A mediated resolution shall be final and there shall be no subsequent proceedings. Other administrative resolutions can be appealed.

3. If the initial charges cannot be disposed of administratively:

a. The Student Conduct Officer may decide the case at the request of the Accused Student; or

b. The case shall be presented to the Student Conduct Committee for decision at the request of the Accused Student; or

c. The case shall be presented to the Student Conduct Committee if the Student Conduct Officer having been asked by the Accused Student to decide the case, in his/her own discretion declines.

4. At the start of each semester, the Student Conduct Committee, in conjunction with the

Assistant Registrar, will designate times and locations for Student Conduct Committee cases to be heard. These times will be bi-weekly (unless they occur on a day when the College is not in session, i.e. legal holiday). When it is determined that the case shall be presented to the Student Conduct Committee for decision, the Student Conduct Officer shall set a time and place for a hearing to be held not less than five (5) nor more than twenty-one (21) business days after receipt by the Accused Student of notification of the time and place of the hearing, provided such hearing date shall be when the College is in session and shall not be during the period of final exams or during the week before final exams. If the hearing cannot be scheduled in accordance with the foregoing because it would occur when the College is not in session or would occur during the period of final exams or during the week before final exams, the Student Conduct Officer shall set the hearing for a date not less than five (5) business days after the commencement of the next College session. The College shall be deemed in session whenever any course is offered by the College on College premises. Time limits for scheduling of hearings may be extended or modified at the sole discretion of the Student Conduct Officer provided the Accused Student consents thereto.

5. The Student Conduct Officer shall develop procedural rules for the conduct of the hearing that are not inconsistent with provisions of the Student Code. The Student Conduct Officer shall preside over the Hearing. The Student Conduct Officer and the Student Conduct Committee have the right to question the Accused Student, the Complainant and any witnesses in an effort to obtain evidence and reach a decision. Hearings shall be conducted by a Student Conduct Committee according to the following guidelines:

a. Hearings normally shall be conducted in private. See subdivision k of this paragraph. Admission of any person to the hearing shall be at the discretion of the Student Conduct Officer, provided, however, the Complainant, Accused Student and their advisors, if any, shall be allowed to attend the entire portion of the hearing at which information is received (excluding deliberations).

b. In hearings involving more than one Accused Student, the Student Conduct Officer, in his or her discretion, may permit the hearings concerning each Accused Student to be conducted separately or jointly.

c. The Complainant and the Accused Student have the right to be assisted by an advisor they choose from within the College community. Where the Accused Student is also charged by a governmental entity with violation of a federal, state or local law the advisor may be a legal representative from outside the College Community. Advisors are not permitted to speak or to participate directly in the hearing.

d. The Complainant, the Accused Student and the Student Conduct Committee may identify witnesses who can give testimony relevant to the facts in dispute. The Complainant, and/or the Accused Student shall identify such requested witnesses at least two (2) business days prior to the hearing. Such identification shall contain a written summary of the proposed testimony and a statement as to why it is relevant to the facts in dispute. e. The Student Conduct Officer shall determine in his/her sole discretion those persons who will give testimony at the hearing.

f. The Student Conduct Officer will try to arrange the attendance of witnesses who are members of the College community, if reasonably possible, and who are identified at least two (2) business days prior to the hearing.

g. Witnesses will provide information to and answer questions from the Student Conduct Committee. Questions may be suggested by the Accused Student and/or Complainant to be answered by each other or by other witnesses. Such suggestions will be made to the Student Conduct Officer rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. The Student Conduct Officer determines in his/her sole discretion whether to pose such

suggested questions to the witness, or to modify or alter such suggested questions.

h. When special knowledge in a particular field might be helpful to the Student Conduct Committee, a person having special training or experience in that field, hereafter called an expert witness, may, in the sole discretion of the Student Conduct Officer, be permitted to state his or her opinion concerning those matters even though he or she has no direct knowledge of the facts in dispute. Where a party to the proceeding or the Student Conduct Committee seeks to offer expert testimony, they shall give at least three (3) business days notice to the Student Conduct Officer. Said notice shall disclose in reasonable detail the subject matter on which the expert is expected to testify, the substance of the facts that the expert assumes in reaching his or her opinion, the opinion and the reasons therefor, and the qualifications of the expert witness. The Student Conduct Officer shall immediately provide copies of such notice to all other parties and the Student Conduct Committee.

i. Non-expert witnesses are only permitted to testify about facts they observed and not their opinions about these facts.

j. Witnesses who are not available locally during the time of the hearing, may provide their testimony by conference call provided that not less than forty eight (48) hours prior to the scheduled hearing they shall have submitted a notarized affidavit, setting forth their unavailability, their willingness to participate by conference call and a telephone number at which they can be reached during the hearing.

k. Pertinent records, exhibits, affidavits and written statements may be accepted as evidence for consideration by a Student Conduct Committee at the discretion of the Student Conduct Officer. Where any educational records of the Accused Student or other student are admitted into evidence, they shall not be shown or published to persons other than on the Student Conduct Committee or other persons authorized by law to see such records, except with the consent of the student whose records are being admitted. The Student Conduct Officer shall instruct all persons given access to educational records of the legal prohibitions concerning redisclosure.

l. All procedural questions are subject to the final decision of the Student Conduct Officer.

m. After the hearing, the Student Conduct Committee shall determine (by majority vote; the Student Conduct Officer shall not have a vote) for each act of misconduct that the Accused Student is charged with, whether the Accused Student so acted and thereby violated the charged section of the Student Code, and the appropriate sanction(s) for the misconduct. In determining appropriate sanctions the Student Conduct Committee may consider past violations of the Code by the Accused Student.

n. The Student Conduct Committee's determination shall be made on the basis of whether it is more likely than not that the Accused Student violated the Student Code.

o. At the discretion of the Student Conduct Officer, the Assistant Registrar may be present at the hearing to assist with procedure.

p. The Student Conduct Officer, Committee and the Assistant Registrar reserve the right to consult with College Counsel at any time, and College Counsel, at the discretion of the Student Conduct Officer, may be present at the hearing for consultation on both substantive and procedural matters.

6. There shall be a single verbatim recording, such as a tape recording, of the hearing. The recording, together with pertinent records, exhibits, affidavits and written statements accepted as evidence, shall be the Official Record of the hearing. The Official Record shall be the property of the College, and shall be preserved for a period of seven (7) years.

7. No Accused Student may be found to have violated the Student Code solely because the Accused Student failed to appear before a Student Conduct Committee. In all cases, the evidence relevant to the charges shall be presented and considered even in the

absence of the Accused Student.

8. The Student Conduct Officer may accommodate concerns for the personal safety, well-being and/or fears of confrontation of the Complainant, Accused Student and/or other witness during the hearing by providing separate facilities, by using a visual screen and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement or other means, as determined in the sole judgment of Student Conduct officer.

9. Decisions made by a Student Conduct Committee and/or a Student Conduct Officer shall be final, unless appealed.

#### B. Sanctions

1. The following sanctions may be imposed upon any Accused Student found to have violated the Student Code:

a. Warning - A notice in writing to the Accused Student that the Accused Student is violating or has violated institutional regulations.

b. Probation - A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the Accused Student is found to be violating any institutional regulation(s) during the probationary period.

c. Loss of privileges - Denial of specified privileges for a designated period of time. "Privileges" can be determined by the Student Conduct Committee.

d. Fines - Previously established and published fines may be imposed, as well as those deemed appropriate by the Student Conduct Officer or the Student Conduct Committee.

e. Restitution - Compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.

f. Discretionary sanctions -Work assignments, service to the College or other related discretionary assignments.

g. Residence hall suspension - Separation of the Accused Student from the residence halls for a definite period of time, after which the Accused Student is eligible to return. Conditions for readmission may be specified.

h. Residence hall expulsion - Permanent separation of the Accused Student from the residence halls.

i. College suspension - Separation of the Accused Student from the College for a definite period of time, after which the Accused Student is eligible to return. Conditions for readmission may be specified.

j. College expulsion - Permanent separation of the Accused Student from the College.

k. Counseling - Counseling or a counseling program can be recommended and/or required by the Student Conduct Officer or the Student Conduct Committee. The Director of Counseling Services will determine the length and type of counseling.

l. Withholding Degree - The College may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of all sanctions imposed, if any.

m. Drug Sanctions - Notwithstanding the discretionary sanctions above, any student found guilty of violating the College's Drug Policy shall be subject to the sanctions listed below. Any student that is suspended from the College for a Drug Violation, must meet the conditions stated in their sanctions and must provide appropriate documentation indicating

completion of these sanctions. A Student Conduct Officer and/or the Student Conduct Committee, in accordance with the Student Disciplinary Code's "Charges and Hearings," will determine if the student is in violation of the College's Drug Policy.

l. Use/possession of marijuana for personal use will result in the following minimum sanctions:

1. First Offense:

a. All students are subject to one (1) year disciplinary probation.

b. Substance use/abuse evaluation by a licensed agency and proscribed treatment, if indicated by evaluating agency.

c. Submit to random drug testing, at the discretion of the Director of Counseling Services, for the remainder of the student's enrollment at ACPHS.

2. Second Offense:

a. Minimum suspension from the college of 1+ semester (+ equaling the remainder of the current semester).

b. Substance use/abuse evaluation by a licensed agency and proscribed treatment, if indicated by evaluating agency.

c. Submit to random drug testing, at the discretion of the Director of Counseling Services, for the remainder of the student's enrollment at ACPHS.

3. Third Offense:

a. Expulsion

ll. Use or possession of narcotic or other controlled substance for personal use, unless expressly permitted by law, possession of marijuana of an aggregate weight of more than 25 grams and/or the sale or distribution of marijuana will result in the following minimum sanctions:

1. Substance use/abuse evaluation by a licensed agency, and proscribed treatment, if indicated by evaluating agency.

2. Minimum suspension from the college of one (1) year.

3. Submit to random drug testing, at the discretion of the Director of Counseling Services, for the remainder of the student's enrollment at ACPHS.

4. Substance Abuse Community Service Project - College approved program through the NYS Office of Alcoholism and Substance Abuse Services. This is a 120-hour program to be completed by the student prior to re-admittance to the College.

lll. Sale or distribution of narcotic or controlled substance or possession of narcotic or other controlled substance in quantity that would indicate "intent to sell," will result in expulsion from the College.

IV. Any student found guilty of violating Article II a second time will be expelled from the College.

2. More than one of the sanctions listed above may be imposed for any single violation.

3. Disciplinary violations may be considered by the College when thereafter making educational and/or employment decisions and shall be included in the Accused Student's educational records as follows: Other than College expulsion or revocation or withholding of a degree, disciplinary sanctions shall not be made part of the Accused Student's permanent academic record, but shall become part of the Accused Student's disciplinary record.

4. The following sanctions may be imposed upon groups or organizations:

a. Those sanctions listed above in Section B 1, a through k.

b. Deactivation - Loss of all privileges, including College recognition, for a specified period of time.

c. Loss of selected privileges for a specified period of time.

5. Following a determination by the Student Conduct Committee, or following a determination by the Student Conduct Officer pursuant to Article IV A. 3, the Student Conduct Officer shall advise the Accused Student in writing of the determination and of the sanction(s) imposed, if any.

#### C. Interim Suspension

The Assistant Registrar, or a designee, may impose a College or residence hall suspension prior to the hearing before the Student Conduct Committee.

1. Interim suspension may be imposed:

a. To ensure the safety and well-being of members of the College community or preservation of College property.

b. To ensure the Accused Student's own physical or emotional safety and wellbeing.

c. If the Accused Student poses a threat of disruption of or interference with the operations of the College.

2. During the interim suspension, the Accused Student shall be denied access to the residence halls and/or to the College premises (including classes) and/or all other College activities or privileges for which the Accused Student might otherwise be eligible, as the Assistant Registrar or the Student Conduct Officer may determine to be appropriate.

#### D. Appeals

1. A decision reached by the Student Conduct Committee or by the Student Conduct Officer may be appealed by the Accused Student to the Appellate Board within five (5) business days of a decision. Such appeals shall be in writing and shall be delivered to the Student Conduct Officer, and shall set forth which of the appealable issues listed in Article IV D. 2 is being raised and the reasons for reversing the determination as to those issues. The Student Conduct Officer shall promptly provide a copy of the appeal to the President of the College and to the members of the Appellate Board, and shall provide to the members of the Appellate Board a full copy of the Official Record of the hearing before the Student Conduct Committee, including a transcript of the testimony and the exhibits introduced and a copy of the determination of the Student Conduct Committee, within three (3) weeks of receipt of the appeal.

2. Except as required to explain the basis of new evidence, an appeal shall be limited to review of the Official Record of the hearing for one or more of the following purposes:

a. To determine whether the original hearing was conducted fairly in light of the charges and evidence presented, and in conformity with prescribed procedures giving the Complainant a reasonable opportunity to prepare and present evidence that the Student Code was violated, and giving the Accused Student a reasonable opportunity to prepare and to present a rebuttal of those allegations.

b. To determine whether the evidence established that it is more likely than not that a violation of the Student Code occurred.

c. To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code that the Accused Student was found to have committed, or to impose other

sanctions, which can be more or less severe than those imposed by the Student Conduct Committee.

d. To consider whether there is new evidence, sufficient to alter a decision, or other relevant facts not brought out in the original hearing, because such evidence and/or facts were not known to the person appealing at the time of the original hearing. In such instance the matter shall be remanded to the Student Conduct Committee for consideration of the additional evidence.

3. The Appellate Board will endeavor to render a decision to be made by majority vote within thirty (30) days of receipt of the Official Record of the hearing.

4. If an appeal by the Accused Student is upheld by the Appellate Board, other than by reason of the existence of new evidence, the matter may be remanded to the original Student Conduct Committee and Student Conduct Officer to allow reconsideration of the original determination and/or sanction(s), or the original determination may be amended, or the charges may be dismissed, or the original sanctions voided or the sanction(s) can be lessened or increased.

#### E. Appeal to the President

A decision reached by the Appellate Board may be appealed by the Accused Student in writing to the President. The President shall be provided a full copy of the Official Record of the hearing and a copy of the decision of the Appellate Board. The President may take such action as in the President's sole discretion the President deems advisable, including but not limited to reversing the determinations below, or upholding in whole or in part such determinations. The President may void, lessen or increase any sanctions imposed.

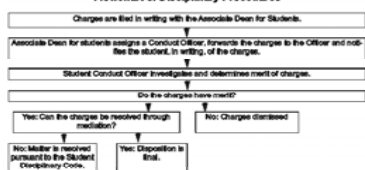
#### Article V. Interpretation and Revision

1. Any question of interpretation regarding the Student Code shall be referred to The Associate Dean for Students or his/her designee for final determination.

2. The College's Board of Trustees invites members of the College Community to periodically review the code and make comments and/or suggestions to amend it. The Board of Trustees is responsible for approving any changes to the Student Disciplinary Code.

3. The Student Code shall be reviewed at least every five (5) years or sooner as circumstances may prescribe under the direction of the Associate Dean for Students who shall solicit comments and recommendations from the Student Conduct Committee and the Student Council. Final recommendations shall be submitted to the Board of Trustees of the College for action.

#### Flowchart of Disciplinary Procedures



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## APPENDIX G

### HONOR CODE

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#### Preamble and Definitions

##### Preamble

Students studying to enter the health care professions should exemplify honorable behavior and maintain a high level of integrity in their work. This Honor Code recognizes standards of professionalism, identifies examples of academic dishonesty and other unprofessional behavior and provides procedures by which claimed violations of this Honor Code are to be evaluated, and, when found to have occurred, to be dealt with in an appropriate manner. During new student orientation students will be acquainted with the Honor Code. Every student shall be on his or her honor to abstain from unprofessional conduct and academic dishonesty as defined in this Honor Code. Each new student of the Albany College of Pharmacy and Health Sciences will affirm as follows:

I, (name), agree to abide by the ideals of professionalism and integrity in accordance with Albany College of Pharmacy and Health Sciences's Honor Code.

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#### Definitions

When used in this Code:

• **“College”** means Albany College of Pharmacy and Health Sciences.

• An **assignment** is work required of a student and includes, but is not limited to a test, examination, paper, quiz, homework, laboratory requirement or course requirement

• **“Student”** means and includes all persons taking courses at the college, both full-time and part-time, pursuing undergraduate or postgraduate studies.

• **“Faculty member”** means any person hired by the College to conduct classroom or teaching activities or who is otherwise considered by the College to be a member of its faculty.

• **“College official”** includes any person employed by the College, performing assigned administrative or professional responsibilities.

• **“Member of the College community”** includes any person who is a student, faculty member, College official or any other person employed by the College. A person's status in a particular situation shall be determined by the Associate Dean for Students.

• The Term **“Faculty Co-Advisor”** refers to each of the two Faculty members chosen by the Faculty Senate to perform the duties of a Faculty Co-Advisor as set forth in this Code. Each Faculty Co-Advisor shall serve for a two year term and may be re-appointed for further terms. Faculty Co-Advisors shall serve staggered terms.

• The Term **“Faculty Representative”** refers to each of the two Faculty members chosen by the Faculty Senate to perform the duties of a Faculty Representative as set forth in this Code. Each Faculty Representative shall serve for a two year term and may be re-appointed for further terms. Faculty Representatives shall serve staggered terms.

• The Term **“Faculty Alternate Representative”** refers to each of the two Faculty members chosen by the Faculty Senate to perform the duties of a Faculty Alternate Representative as set forth in this Code. Each Faculty Alternate Representative shall serve for a two year term and may be re-appointed for further terms. Faculty Representatives shall serve staggered terms.

• The Term **“Student Representative”** refers to each of the twelve Student Representatives selected by the Student Government Association. Student Representatives may not be members of any of the Student Conduct Committees, and must be deemed by the College as third, fourth or fifth year students. Annually four Student Representatives shall be chosen at the end of their second year and shall serve for three year terms. Further, initially four Student Representatives will be chosen at the end of their third year and shall serve for two year terms, and four Student Representatives will be chosen at the end of their fourth year and shall serve for a one year term. The Student Representatives shall designate two of the twelve Student Representatives to be Student Honor Code Officers.

• The **“Honor Code Review Committee”** consists of a Faculty Co-Advisor and a student Honor Code Officer chosen by the Faculty Co-Advisors with respect to a particular matter. The role of the Honor Code Review Committee is to attempt to mediate a charge against a student. Should mediation be successful, and Honor Code Hearing will not be held.

• The **“Honor Code Hearing Committee”** consists of the two Faculty Representatives and five student representatives chosen randomly by the Faculty Co-Advisors. In the event that any Faculty Representative believes he/she should be recused for cause, they will be replaced by a Faculty Alternate. Student members shall also recuse themselves as appropriate. The role of the Honor Code Hearing Committee is to “hear” cases that could not be mediated by the Honor Code Review Committee. At the conclusion of the hearing, the Committee is charged with determining whether or not the student has violated the Honor Code. Should a student be found to be in violation of the Honor Code, the Committee is also responsible for determining the appropriate sanctions from amongst those provided in for in this Honor Code.

• The **Appellate Board of the College** is annually constituted and consists of three (3)

individuals: one (1) Faculty Member; one (1) Student; and one (1) administrator. The faculty and student members shall be elected by their respective constituencies. The administrator shall be appointed by the President. Members shall serve until their replacements have been selected. In the event cases occur at times when the student member is unavailable, the Student Conduct Officer may select a student randomly by computer and may limit the selection to those residing in the Capital Region. The role of the Appellate Board is to consider appeals and make determinations as provided for in this Honor Code.

• **Academic Dishonesty** means and includes cheating and/or plagiarism.

• **Cheating** means and includes, but is not limited to, any of the following:

- Copying from another student's exam or allowing another student to copy from you

- Taking an exam for someone else or having someone take an exam or complete an assignment for you

- Acquiring an assignment and submitting it as your own work

- Feigning illness to avoid a test

- Studying copy of an exam before taking the make-up exam

- Providing a student with information prior to completion of an exam

- Using unauthorized information during an exam when prohibited

- Reviewing an unauthorized copy of an exam (all exams that are obtained prior to the administration of an exam are considered stolen).

• **Plagiarism** means the deliberate attempt to give the reader the impression that the work, words or ideas of others are the author's own, without appropriate reference to the original source. Any attempt to plagiarize is an act of Academic Dishonesty and will be in violation of this honor code. Examples of plagiarism include, but are not limited to:

- Copying information word-for-word without using quotation marks from any source, even if the source is referenced in the text or in the works cited page

- Paraphrasing or summarizing another author's ideas or research without giving proper credit

- Submitting your own paper as original work for more than one course

- Using someone else's production (e.g. artwork, photograph, multimedia, video) as your own without proper citation

- Purchasing stock or custom-made papers from the Internet

- Giving incorrect information about the source of a quotation

- Copying a significant amount of words from a source, so that it makes up most of your work, regardless of whether you cite it or not.

• The **Honor Statement** is “Submitted with Honor” and shall appear on all graded course work and exams and will be signed by the student unless an incidence of cheating has occurred and shall mean that the student has neither given nor received unauthorized aid on the exam/report/paper, nor has the student witnessed anyone doing so.

• The **Honor Statement** is “Submitted with Honor” and shall appear on all graded course work and exams and will be signed by the student unless an incidence of cheating has occurred and shall mean that the student has neither given nor received unauthorized aid on the exam/report/paper, nor has the student witnessed anyone doing so.

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## Accusations, Investigation Process and Mediation

### Signature of Honor Statement

Any student who fails to sign the honor statement will be contacted by the faculty member responsible for administering the assignment (i.e. test, exam, paper). The student will be provided the opportunity to explain why the assignment was not signed.

### Accusations

Any member of the College Community may file a charge against any student alleging violation of the College's Honor Code.

Any student or faculty member may make an accusation by submitting a signed statement to the Honor Code Box or in person to one of the Honor Code Faculty Co-Advisors. The Honor Code Box can be opened only by an Honor Code Faculty Co-Advisor. Accusations for multiple incidences against the same individual may be reviewed separately or simultaneously. This decision will be made by the Honor Code Review Committee. There is no requirement that an accusation be made within any time period after the alleged violation or to show trends for Academic Dishonesty, and Accusations are deemed timely whenever filed.

### Notification of Honor Code Review Committee, Investigation

The process of notifying the Honor Code Review Committee of an alleged violation of the honor code will take place through the following steps:

1. The Honor Code Faculty Co-Advisor informs the Honor Code Review Committee that there has been an accusation made against a student.
2. The name of the accused, the nature of the accusation and the name of the accuser are provided for the Honor Code Review Committee.
3. The Honor Code Review Committee determines if there is merit to the charges. If the Honor Code Review Committee determines there is "no merit," the charge is dismissed.
4. If the Honor Code Review Committee determines there is merit to the charges, or that more information is needed to determine merit, the Honor Code Review Committee will continue to investigate. In the investigation process, the Honor Code Review Committee:

1. Is encouraged to contact any individual that may provide information relevant to the charges
2. Should be provided access to all information pertinent to the case at the discretion of the Honor Code Review Committee, additional information pertinent to the case may be requested. An electronic announcement may be sent to the student body indicating that there has been an alleged violation of the Honor Code. Announcements must maintain the confidentiality of all parties as required by the Federal Educational Rights and Privacy Act. Questions about the content of such announcements can be addressed to the College's General Counsel. Students and faculty are encouraged to give any information they might have regarding the case in question. Additional information should be signed and submitted to the Honor Code Box or in person to the Honor Code Advisor.

### Mediation

Before initiation of a hearing, the Honor Code Review Committee will:

1. Notify the Accused Student, in writing, of the charges against him/her.
2. Meet with the Accused Student to discuss the charges and to attempt to mediate the case. The Accused Student may have one member of the College Community to serve as an Advisor. This Advisor must be a student or employee of the College. The Honor Code Review Committee or the Accused Student may request that the case be heard by

the Honor Code Hearing Committee. This request may be prior to or following an attempt to mediate. Should the Accused Student and the Honor Code Review Committee agree on a resolution to the case, the results will be provided in writing to the Accused Student and signed by the Accused Student and the Honor Code Review Committee. Should the Accused student be determined to be in violation of any aspect of the Honor Code, the Honor Code Review Committee may choose any sanction(s) provided for in this Honor Code. All decisions reached and sanctions imposed through mediation and agreed to by the Accused Student and the Honor Code Review Committee are final and can not be appealed.

### Hearings Before Committee

#### Decision to Initiate Hearing

In cases, where the Accused Student and the Honor Code Review Committee are not able to reach an agreement through mediation, the case and all relevant documentation will be forwarded to the Honor Code Hearing Committee which shall conduct an Honor Code Hearing.

#### Scheduling of Hearing

Honor Code Hearings will be scheduled and coordinated by the Faculty Co-Advisor

on the Honor Code Review Committee. Hearings will be scheduled no sooner than five (5) and no later than fifteen (15) College business days from the time the Accused Student is notified in writing, provided such hearing date shall be when the College is in session and shall not be during the period of final exams or during the week before final exams. If the Hearing cannot be scheduled

in accordance with the foregoing because it would occur when the College is not in session or would occur during the period of final exams or during the week before final exams, the Faculty Co-Advisor shall set the Hearing for a date not less than five (5) business days after the commencement of the next College session. The College shall be deemed in session whenever any course is offered by the College on College premises. Any deviation from this timeline must be agreed upon, in writing, by both the Accused Student and the Faculty Co-Advisor of the Honor Code Review Committee.

#### Private Hearing

Hearings shall be closed and conducted in private. Admission of any person to the hearing shall be at the discretion of the Faculty Co-Advisor of the Honor Code Review Committee, provided, however, that the Complainant, Accused Student and their advisor, if any, shall be allowed to attend the entire portion of the hearing at which information is received (excluding deliberations).

#### Hearings of Multiple Students

In hearings involving more than one Accused Student, the Faculty Co-Advisor of the Honor Code Review Committee, his or her discretion, may permit the hearings concerning each Accused Student to be conducted separately or jointly.

#### Right to an Advisor

The Complainant and the Accused Student have the right to be assisted by an advisor they choose from within the College community. Advisors are not permitted to speak or to participate directly in the hearing.

## Witnesses

The Complainant, the Accused Student and the Honor Code Hearing Committee may identify witnesses who can give testimony relevant to the facts in dispute. The Complainant, and/or the Accused Student, shall:

1. Identify such requested witnesses at least two (2) business days prior to the hearing
2. Include in request a written summary of the proposed testimony and a statement as to why it is relevant to the facts in dispute. The Faculty Co-Advisor of the Honor Code Review Committee shall determine in his/her sole discretion those persons who will give testimony at the hearing. The Faculty Co-Advisor of the Honor Code Review Committee will try to arrange the attendance of witnesses who are members of the College community, if reasonably possible, and who are identified at least two business days prior to the hearing. Non-expert witnesses are only permitted to testify about facts they observed and not their opinions about these facts. Witnesses who are not available locally during the time of the hearing, may provide their testimony by conference call provided that not less than forty-eight (48) hours prior to the scheduled hearing they have submitted a notarized affidavit which:
1. Sets forth their availability
2. Confirms their willingness to participate by conference call.
3. Offers a telephone number at which they can be reached during the hearing

#### Expert Witnesses

When special knowledge in a particular field might be helpful to the Honor Code Hearing Committee, a person having special training or experience in that field, hereafter called an "expert witness," may, in the sole discretion of the Faculty Co-Advisor of the Honor Code Review Committee, be permitted to state his or her opinion concerning those matters even though he or she has no direct knowledge of the facts in dispute. When an Accused Student or the Honor Code Hearing Committee seeks to offer expert testimony, they shall give at least three (3) business days notice to the Faculty Co-Advisor of the Honor Code Review Committee. This notice will disclose in reasonable detail:

1. The subject matter on which the subject is to testify
2. The substance of the facts that the expert assumes in reaching his or her opinion
3. The opinion and the reasons therefor
4. The qualifications of the expert witness

The Faculty Co-Advisor of the Honor Code Review Committee shall immediately provide copies of notice of expert witness to all other parties and the Honor Code Hearing Committee.

#### Procedural Questions and Evidence

Witnesses will provide information to and answer questions from the Honor Code Hearing Committee. Questions may be suggested by the Accused Student and/or Complainant to be answered by each other or by other witnesses. Such suggestions will be made to the Faculty Co-Advisor of the Honor Code Review Committee rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. The Faculty Co-Advisor of the Honor Code Review Committee determines in his/her sole discretion whether to pose any suggested questions to the witness, or to modify or alter such suggested questions. Pertinent records, exhibits, affidavits and written statements may be accepted as evidence for consideration by an Honor Code Hearing Committee at the discretion of the Faculty Co-Advisor of the Honor Code Review Committee. Any educational records of the Accused Student or other student

, if admitted into evidence, shall not be shown or published to persons other than the Honor Code Hearing Committee or other persons authorized by law to see such records, except with the consent of the student whose records are being admitted. The Faculty Co-Advisor of the Honor Code Review Committee shall instruct all persons given access to educational records of the legal prohibitions concerning redisclosure.

#### Additional Rights of the Committee

At the discretion of the Faculty Co-Advisor of the Honor Code Review Committee, the Associate Dean for Students may be present at the hearing to assist with procedure. The Faculty Co-Advisor of the Honor Code Review Committee, the Honor Code Review Committee and the Associate Dean for Students reserve right to consult with College Counsel at any time, and College Counsel, at the discretions of the Faculty Co-Advisor of the Honor Code Review Committee, may be present at Hearing for consultation on both substantive and procedural matters.

#### Record of Proceedings

There shall be a single verbatim recording, such as a tape recording, of the hearing. The recording, together with pertinent records, exhibits, affidavits and written statements accepted as evidence, shall be the Official Record of the hearing. The Official Record shall be the property of the College, and shall be preserved for a period of seven (7) years.

#### Deliberations and Findings

After the Hearing, the Honor Code Hearing Committee shall determine, by majority vote, (The Faculty Co-Advisor of the Honor Code Review Committee shall participate in deliberations but shall not have a vote), for each alleged violation of the Honor Code the Accused Student is charged with, whether the Accused Student so acted and thereby violated the charged section of the Honor Code, and the appropriate sanction(s) for the violation. The Honor Code Hearing Committee's determination shall be made on the basis of whether it is more likely than not that the Accused Student violated the Honor Code. Decisions made by an Honor Code Hearing Committee and/or a Faculty Representative of the Honor Code Review Committee shall be final, unless appealed. Should an Accused Student be found in violation of the Honor Code, a public announcement will be made: "A student in the (blank) year was found to be in violation of the Honor Code in (blank) class and following sanctions have been imposed: (blank)." This announcement should not be made until the time period for an appeal has expired.

#### Absence of the Accused

No Accused Student may be found to have violated the Honor Code solely because the Accused Student failed to appear before an Honor Code Hearing Committee. In all cases, the evidence relevant to the charges shall be presented and considered even in the absence of the Accused Student.

#### Safety

The Faculty Representative of the Honor Code Review Committee may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the Complainant, accused Student, and/or other witness during the hearing by providing separate facilities, by using a visual screen and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, as determined in the sole judgment of Faculty Representative of the Honor Code Review Committee.



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