

# Albany College of Pharmacy AND HEALTH SCIENCES



## 2013-14 CATALOG

## **MISSION STATEMENT**

The Albany College of Pharmacy and Health Sciences is committed to graduating the best health care minds in the world.

## **VISION STATEMENT**

Albany College of Pharmacy and Health Sciences will be internationally recognized for the development of accomplished and outstanding students through innovative approaches to teaching, pioneering research, and service to our community and to the world.

## **CORE VALUES**

Tradition  
Promotion of lifelong intellectual and professional growth  
Global Awareness  
Creativity  
Community Engagement  
Realization of each person's potential  
Understanding, Appreciation and Compassion for Others  
Collaboration and Partnership  
Service



Albany College of Pharmacy  
AND HEALTH SCIENCES

# 2013-14 CATALOG

**Revised 10/15/13**

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**Albany College of Pharmacy and Health Sciences, founded in 1881, 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**

**(Disclaimer)**

All information in this Catalog pertains to the 2013-2014 academic year and is correct to the extent that the information was available (by August 2013). 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.

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# WELCOME FROM THE PRESIDENT'S OFFICE

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

*Founded in 1881, ACPHS is steeped in tradition, yet always looking to the future. This tradition continues today through a diversity of degree programs designed to help students excel in a range of settings, such as pharmacies, hospitals, laboratories and government agencies. Each of our programs also offers excellent preparation for graduate or professional school.*

*Our primary goal continues to be our commitment to the success of every student. We are dedicated to supporting your efforts to explore, determine, and reach your lifetime goals. Our talented and dedicated faculty, staff and administration work hard to provide you with an enriching, rewarding, productive and safe learning environment. These individuals are committed to your success and to helping you achieve your full potential.*

*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, research, student clubs, sports and volunteer and service opportunities available on campus provide an additional form of education that will undoubtedly enhance your overall experience at the College.*

*In our more than 130 years of service to the community, over 7000 students have passed through our doors and gone on to enjoy successful lives and careers. We are proud to have been a part of their journey, just as we are excited to be a part of yours.*

*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**

# ACCREDITATION

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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 of each undergraduate or graduate program is approved by the New York State Education Department. The College's Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE), 20 North Clark St., Suite 2500, Chicago, IL 60602-5109, (312)664-3575. Its 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), 8410W Bryn Mawr Ave., Suite 670, Chicago, IL 60631. (773)714-8880.

## 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. Input into this process from the college community is an integral part of our ongoing quality improvement process and accreditation reviews.

# NONDISCRIMINATION POLICY

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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 that 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) 694-7294; [gerald.katzman@acphs.edu](mailto:gerald.katzman@acphs.edu).

# NOTIFICATION OF RIGHTS UNDER FERPA

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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 a database provider, 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); iParadigms, 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
- 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

# 2013-14 COLLEGE CALENDAR

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## **FALL SEMESTER 2013**

August 28 – September 1	Orientation (Wednesday-Sunday) - Albany
September 2	Labor Day (Monday) – No Classes
September 3	Classes Start (Tuesday)
September 27	Last Day to Drop a Course Without academic penalty
October 14 – 15	Fall Recess (Monday-Tuesday)
October 16	Classes Resume (Wednesday)
November 27 - 29	Thanksgiving Recess (Wednesday-Friday)
December 2	Classes Resume (Monday)
December 13	Classes End (Friday)
December 16- 20	Final Examinations (Monday-Friday)

## **SPRING SEMESTER 2014**

January 20	Martin Luther King Day (Monday) – No Classes
January 21	Classes Start (Tuesday)
February 14	Last Day to Drop a Course without Academic Penalty
February 17	President’s Day (Monday) – No Classes
February 18	Classes Resume (Tuesday)
March 17 - 21	Spring Recess (Monday-Friday) – No Classes
March 24	Classes Resume (Monday)
May 2	Classes End (Friday)
May 5 - 9	Final Examinations (Monday-Friday)
May 17	Albany Commencement (Saturday)
May 18	Vermont Commencement (Sunday)

## **SUMMER SESSION 2014**

May 19	First Summer Session Begins (Monday)
May 26	Memorial Day (Monday) – No Classes
May 27	Classes Resume (Tuesday)
June 27	First Summer Session Ends (Friday)
June 30 – July 4	Summer Break (Monday-Friday)
July 7	Second Summer Session Begins (Monday)
August 15	Second Summer Session Ends (Friday)

# EXPERIENTIAL EDUCATION 2013–2014

## CALENDAR

<p><b><u>Community IPPE Dates</u></b></p> <p>Session 1            5/20/13 - 6/7/13            Session 2            6/10/13 - 6/28/13            Break                7/1/13 - 7/5/13            Session 3            7/8/13 - 7/26/13            Session 4            7/29/13 - 8/16/13</p> <p><b><u>Institutional IPPE Dates</u></b></p> <p>Session 1            5/13/13 - 5/31/13            Session 2            6/3/13 - 6/21/13            Session 3            6/24/13 - 7/12/13            Session 4            7/15/13 - 8/2/13            Session 5            8/5/13 - 8/23/13</p> <p><b><u>IPPE Public Health Dates</u></b></p> <p>Week 1                5/13/13 - 5/17/13            Week 2                5/20/13 - 5/24/13            Week 3                6/3/13 - 6/7/13            Week 4                6/10/13 - 6/14/13            Week 5                6/17/13 - 6/21/13            Week 6                6/24/13 - 6/28/13            Week 7                7/8/13 - 7/12/13            Week 8                7/15/13 - 7/19/13            Week 9                7/22/13 - 7/26/13            Week 10              7/29/13 - 8/2/13            Week 11              8/5/13 - 8/9/13            Week 12              8/12/13 - 8/16/13            Week 13              8/19/13 - 8/23/13</p> <p><b><u>IPPE Patient Assessment Dates</u></b></p> <p>Week 1                5/13/13 - 5/17/13            Week 2                5/20/13 - 5/24/13            Week 3                6/3/13 - 6/7/13            Week 4                6/10/13 - 6/14/13            Week 5                6/17/13 - 6/21/13            Week 6                6/24/13 - 6/28/13            Week 7                7/8/13 - 7/12/13            Week 8                7/15/13 - 7/19/13            Week 9                7/22/13 - 7/26/13            Week 10              7/29/13 - 8/2/13            Week 11              8/5/13 - 8/9/13            Week 12              8/12/13 - 8/16/13            Week 13              8/19/13 - 8/23/13</p>	<p><b><u>MODULE</u></b>                      <b><u>APPE Dates</u></b></p> <p>A                                    5/20/13 - 6/28/13            Break                            7/1/13 - 7/5/13            B                                    7/8/13 - 8/16/13            C                                    8/19/13 - 9/27/13            D                                    9/30/13 - 11/8/13            E                                    11/11/13 - 12/20/13            Break                            12/23/13 - 1/3/14            F                                    1/6/14 - 2/14/14            G                                    2/18/14 - 3/28/14            H                                    3/31/14 - 5/9/14            I (make-up)                    5/12/14 - 6/20/14</p> <p><b><u>VACATION/HOLIDAYS</u></b></p> <p>Monday, May 27, 2013(Memorial Day)            Thursday, July 4, 2013            Monday, September 2, 2013 (Labor Day)            Monday, October 14, 2013            Thurs &amp; Friday, November 28 &amp; 29, 2013                (Thanksgiving Holidays)            Monday, January 20, 2014                (Martin Luther King Day)            Monday, February 17, 2014                (President’s Day)            Monday, May 26, 2014 (Memorial Day)</p> <p><b><u>GRADUATION</u></b>            May 2014</p>
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# 2014-15 COLLEGE CALENDAR

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## **FALL SEMESTER 2014**

August 27 – 31	Orientation (Wednesday-Sunday) - Albany
September 1	Labor Day (Monday) – No Classes
September 2	Classes Start (Tuesday)
September 26	Last Day to Drop a Course Without academic penalty
October 13 - 14	Fall Recess (Monday-Tuesday)
October 15	Classes Resume (Wednesday)
November 26-28	Thanksgiving Recess (Wednesday-Friday)
December 1	Classes Resume (Monday)
December 12	Classes End (Friday)
December 15-19	Final Examinations (Monday-Friday)

## **SPRING SEMESTER 2015**

January 19	Martin Luther King Day (Monday) – No Classes
January 20	Classes Start (Tuesday)
February 13	Last Day to Drop a Course Without Penalty
February 16	President’s Day (Monday) – No Classes
February 17	Classes Resume (Tuesday)
March 16-20	Spring Recess (Monday-Friday) – No Classes
March 23	Classes Resume (Monday)
May 1	Classes End (Friday)
May 4 – 8	Final Examinations (Monday – Friday)
May 16	Albany Commencement (Saturday)
May 17	Vermont Commencement (Sunday)

## **SUMMER SESSION 2015**

May 18	First Summer Session Begins (Monday)
May 25	Memorial Day (Monday) – No Classes
May 26	Classes Resume (Tuesday)
June 26	First Summer Session Ends (Friday)
June 29 – July 3	Summer Break (Monday-Friday)
July 6	Second Summer Session Begins (Monday)
August 14	Second Summer Session Ends (Friday)

# **RICH IN TRADITION....**

## **Dedicated to the advancement of health**

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Entering its 133rd academic year in 2013-14, ACPHS reflects proudly on a history in which its focus has always been to provide a professional challenge – 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, 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 graduate and undergraduate degree programs in pharmacy, pharmaceutical sciences, biomedical technology and health and human sciences. In 2009, the College accepted its first students at its satellite campus, known as the Vermont campus, in Colchester, Vermont. As the College continues its commitment to the expansion of the academic programs, it has also created a place for itself in research and scholarship regionally and nationally. In addition, the College has established post-graduate residency and fellowship programs in different clinical disciplines; and each year the Office of Continuing Professional Development provides continuing education to more than 2,000 professionals.

The college's current structure includes three schools, each with its own Dean:

1. School of Arts and Sciences
2. School of Pharmacy and Pharmaceutical Sciences
3. School of Graduate Studies

### **ALBANY CAMPUS**

ACPHS-Albany is located on New Scotland Avenue across the street from the Albany Medical Center. In addition to the Doctor of Pharmacy program, the Albany Campus offers numerous degree programs in health and pharmaceutical-related disciplines.

### **VERMONT SATELLITE CAMPUS**

ACPHS's satellite campus is located in scenic Colchester, Vermont, between the Green Mountains and Lake Champlain, and just minutes from Burlington. It is the only Doctor of Pharmacy program in Vermont and also offers a Master's of Science in Pharmaceutical Sciences.

### **COMMITMENT TO CONTINUOUS ACADEMIC QUALITY IMPROVEMENT**

ACPHS 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, 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 will be in a format which is cumulative and ensures anonymity. Our assessment activities and studies will be monitored by the Office of Institutional Effectiveness. Annual reports will be made to the Institutional Review Board (IRB) regarding assessment studies. Individual studies will be submitted to ACPHS's IRB for formal review, if appropriate. The IRB will request reports on the status of studies and conduct audits as the IRB deems necessary.

# THE LEARNING EXPERIENCE

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## THE CAMPUS

Facilities include the **Francis J. O'Brien Building**, the College's first building on the Albany Campus, which was constructed in 1927. The building houses classrooms, labs, administrative and faculty offices, the Office of Admissions, and the Office of Institutional Advancement.

The **Library Building**, with its classic Georgian architecture, is home to the Office of the Associate Dean of Student Academic Support, the Registrar's Office, the Office of Innovative Learning, Academic Support Services, the Fitness Center, and of course, the Library.

Adjacent to the Library Building is the **Albert M. White Gymnasium**, featuring a full-length basketball court that is open to students except on days of events.

Across from the Library Building is the College's newest facility, the **ACPHS Student Center**, which opened in 2006. The Dining Hall, the Bookstore, the Rite Aid Student Lounge, many of our Student Life offices, and the Barbara M. DiLascia '55 Lecture Hall are located here.

The **Bioscience Research Building** is home to the Department of Pharmaceutical Sciences, research faculty from other departments, and the Animal Research Facility.

**Princeton Classrooms**, located at 84 Holland Avenue, are home to the classrooms used for active learning, teaching and case studies.

The college's cutting-edge **Pharmaceutical Research Institute** is located in Rensselaer, NY.

In addition, the College's newest addition is a **satellite campus in Colchester, Vermont**, just outside of Burlington, which opened in August 2009.

## 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 or laptop PC with a Microsoft Windows operating system. ACPHS has a Mobile Computing Program that offers a complete package that includes state-of-the-art HP tablets and laptops loaded with the software needed for 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 Mobile Computing Program. Support is provided at the Support Center or [helpdesk@acphs.edu](mailto:helpdesk@acphs.edu).

## **ACCOMMODATIONS UNDER THE AMERICANS WITH DISABILITIES ACT OR SECTION 504 OF THE REHABILITATION ACT**

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 and Wellness of their disability. There is an established procedure and form to complete. This information can be found on the ACPHS Intranet at <https://intranet.acphs.edu> under the Departments’ Tab/ Counseling Services. Students requesting accommodations are encouraged to read this before meeting with or submitting materials to the Director of Counseling and Wellness. 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 Health and Wellness 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 and Wellness. 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.

# STUDENT ACADEMIC SUPPORT

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## ACADEMIC ADVISING

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, career and leadership opportunities. All students, except those in the fourth professional year of the PharmD program, are required to meet with their academic advisor a minimum of one time each semester to discuss these matters in addition to academic progress, career interests, opportunities and referral to support services where appropriate. It is mandatory for students to meet with their academic advisor before the specified deadline date. Students that fail to meet with their advisors will have a registration hold placed on their account preventing them from registering for courses during their scheduled registration period. Students are also assigned to a professional advisor. Professional advisors within the Division of Student Affairs (DSA) provide an additional layer of advising expertise and support to all students. These advising professionals work closely with faculty to monitor student progress and conduct outreach to students who are having academic difficulties. Professional and faculty advisors also meet with students through the distribution of midterm grades, which provides an additional opportunity for discussion. The Advising Program at Albany College of Pharmacy and Health Sciences, as part of the Department of Career Services and Advising, supports the Mission, Vision and Core Values of the College. The Advising Program is located in the Library Building.

## ACADEMIC LEARNING SERVICES

Academic Learning Services works to inspire confidence, increase student self-efficacy, and create self-reflective independent learners in a friendly, welcoming environment through the following comprehensive programs: Peer Tutoring Program, Science Assistance Center, Peer Mentors for First-Year Students, and CLASS Resources: Comprehensive Learning and Academic Study Strategy Resources.

### **CLASS RESOURCES: COMPREHENSIVE LEARNING AND ACADEMIC STUDY STRATEGY RESOURCES**

Academic Learning Services provides support for students in the foundations of personal and academic success, including time management, goal setting, motivation, study skills, test preparation, and more. Learning assessments, personal consultations, and online workshops allow students to explore and enhance their skills at any time in their academic career, whether or not they experience academic difficulty. CLASS resources can be accessed at <http://albany.askonline.net>.

### **PEER MENTORS FOR FIRST-YEAR STUDENTS**

The Peer Mentor Program partners current ACPHS students with new students to boost their motivation, transition, and success at ACPHS. With guidance from Academic Learning Services, Peer Mentors provide a strong intellectual and social foundation for incoming students that will enhance their personal and professional growth throughout their education. Peer Mentors introduce students to campus life, answer questions, and give advice on being a successful student in one-on-one settings and during events. More can be learned about the program at <http://peermentors.acphs.edu>.

### **PEER TUTORING PROGRAM**

The Peer Tutoring Program provides academic assistance that encourages, promotes, and fosters students' independent learning skills. The program aims to provide quality assistance to all undergraduate students at no direct cost to the student. Peer tutoring can be a highly effective adjunct to the learning process and generally is available for all the core science and math courses for most academic programs on both campuses. Tutoring occurs in individual and small group settings to emphasize the rich value of

cooperative learning and reinforce time management skills. Tutors are current ACPHS students who have already taken the course, have been approved by a faculty member, and have received training. Peer tutoring is available during the fall and spring semesters beginning the second week through the last day of classes. Peer tutoring resources may be limited during summer sessions. Individual peer tutor availability may vary based on demand; therefore, appointments with a tutor must be scheduled at least 24 hours in advance with 48 hours preferred. Peer tutoring opportunities are available on both the Albany and Vermont campuses. Distance education technology is used to facilitate training for and delivery of tutoring services. The Peer Tutoring Program's comprehensive training is certified a Level 2 Advanced Tutor Training Program by the College Reading and Learning Association (CRLA), an international leader in learning assistance. Students may schedule appointments with a tutor and access resources for their courses any time at <http://albany.askonline.net>. For more program information, contact the Director of Academic Learning Services at [peertutoring@ACPHS.edu](mailto:peertutoring@ACPHS.edu).

### **SCIENCE ASSISTANCE CENTER**

The Science Assistance Center (SAC) offers students on the Albany campus professional academic services designed to support math and science courses offered in the first two undergraduate years. The Science Assistance Center's mission is to maximize students' academic potential and build their confidence in a comfortable and collaborative atmosphere. These services, provided by professional tutors, are provided on a drop-in basis during daytime business hours and are available during the regular academic year. The Science Assistance Center is located in room 308 in the Library building on the Albany campus.

### **WRITING CENTER**

The Writing Center is a free, one-on-one service available to all members of the ACPHS community. Its goal is to help students become more confident, competent, and self-reflective writers and speakers. All writers and speakers need trained, supportive and responsive readers and listeners. Tutors strive to provide an atmosphere in which writers and speakers can feel comfortable seeking support and feedback. English as a Second Language (ESL) support is available as well. Writing Center tutors are available on a drop-in basis or by appointment during daytime hours in room 306 in the Library building on the Albany campus. The schedule is available on Blackboard and communicated to classes at the start of each semester.

## **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 Division 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. Career Services are located in the Library Building.

## **REGISTRAR**

The Registrar's Office provides valuable information regarding policies, procedures, academic calendars, course schedules, academic regulations, self-service for enrollment verifications, forms, etc.

# LIBRARY SERVICES

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The libraries on both campuses provide high quality resources, services and educational experiences to support current and future information needs of the Albany College of Pharmacy and Health Sciences community.

Library Services supports student success by providing formal instruction that develops the skills needed to find, retrieve, analyze and ethically use information. These educational activities span the curricula, engage multiple learning styles, and occur in individual, group and online settings. Additional access to help from professional librarians is also readily available in person and online, on demand or by appointment.

The Library Services website (<http://library.acphs.edu>) is the portal to the library catalog, an extensive online collection of research databases, electronic books and journals, and mobile applications. The physical collection, housed on both campuses, consists of books, journals, and multimedia which are available for loan. Access to additional resources is available through the libraries' partnerships with local, state, and national academic institutions through our free interlibrary loan services.

Students will find comfortable and engaging spaces with ample seating for individual study and collaborative learning on both campuses. Printing, photocopying, faxing, and scanning capabilities are also available to support student research and document management needs.

Pharmacy and pharmaceutical sciences represent a particular strength in the collection, with extensive resources dating from the 1800s to the present. The archives houses documents and artifacts that preserve the rich history of the College.

# STUDENT LIFE

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## ATHLETICS AND RECREATION

All full-time students on the Albany campus are eligible to participate in intercollegiate athletics at ACPHS. The College offers intercollegiate soccer, basketball, cross country, and track and field 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. ACPHS teams compete in the Hudson Valley Intercollegiate Athletic Conference and the United States Collegiate Athletic Association (USCAA). 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 and ACPHS students are not eligible to participate in hockey) including football, lacrosse, softball, baseball and swimming. ACPHS students also are involved in a variety of intramural activities, including karate, indoor soccer, volleyball, Ultimate Frisbee, flag football and basketball. The entire campus community also can enjoy the Albert M. White Gymnasium, running track, and soccer field. Anyone interested in participating in intercollegiate, intramural or recreational activities should contact the College's Director of Athletics and Recreation. The Vermont campus does not offer intercollegiate athletic programs. For more information please visit the Department of Athletics and Recreation website at [www.acphsathletics.com](http://www.acphsathletics.com).

## COUNSELING AND WELLNESS:

### ALBANY CAMPUS

The Office of Counseling and Wellness at ACPHS is located on the second floor of the Student Center 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 and substance abuse 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. Full-time licensed clinicians staff the office, and when clinically warranted, can coordinate admission to a local, or a student's hometown, psychiatric center. They may be contacted directly by phone or e-mail, or appointments can be made through the confidential secretary/receptionist at 518.694.7107 or emailing [counselingservices@acphs.edu](mailto:counselingservices@acphs.edu). Contact information can be obtained by visiting the ACPHS Intranet at <https://intranet.acphs.edu> under the Departments' tab/Counseling Services.

### VERMONT CAMPUS

Free and confidential counseling services are available for all eligible ACPHS students and are provided by the Fletcher Allen Health Care (FAHC) Employee Assistance Program (EAP). Services provided include initial assessment, counseling and referral. Crisis counseling is available when necessary, and unlimited telephone consultation is available. Students will be given timely appointments within 48 hours of the request. Should the need for services extend beyond the short term model of treatment, EAP can provide additional services using the student's insurance or with the student paying out-of-pocket, or a referral can be made to an agency in the area. Counseling services will be provided on-site when hours are available or at offsite locations near the campus to include: Fanny Allen Hospital campus, 790 College Parkway, Rte. 15, Colchester and the University Health Center campus (UHC), 1 So. Prospect St., Burlington; 802-847-2827 or email [efap@vtmednet.org](mailto:efap@vtmednet.org).

## **DINING SERVICES**

Through Chartwells Dining Services, ACPHS offers meal plans that provide students with a variety of dining options. The Vermont Campus offers a single meal plan through its Brain Food Café. *(See Student Handbook for more information.)*

## **RESIDENCE LIFE**

The College provides housing opportunities for all students at the Albany Campus. Living on campus is required in years one and two and optional in years three and above. Approximately 1,000 students – two thirds of the student body – live on campus. The three campus residence facilities, South Hall, Notre Dame Hall, and Holland/Princeton Suites, offer a variety of amenities, such as wireless and hardwired Internet service, cable television, local phone service, and free laundry facilities. All residence facilities are secured with electronic 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 to help ensure security. *(See Student Handbook for more information.)*

## **CLUBS & ORGANIZATIONS**

ACPHS offers a broad range of extracurricular activities, including clubs, fraternities, professional organizations, athletic teams, and intramural and club sports, to contribute to a full and rewarding college experience at both campuses. *(See Student Handbook for more information.)*

# GLOBAL INITIATIVES

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The Office of Global Initiatives provides students with opportunities to develop as culturally-sensitive, self-aware, and empathetic healthcare professionals by:

1. Creating and supporting short-term travel programs abroad. Students are given the opportunity to participate in an international experience through the following:

- Volunteer/Service Learning: This type of experience provides a chance for students to enhance their didactic coursework through hands-on participation and personal interaction with their host community. Students will work directly with members of local communities to contribute to the resolve of a particular social problem (i.e. healthcare, human rights, education, healthcare, environment, etc.). Volunteer/Service Learning experiences are two week programs.
- Rotations (APPE/IPPE): Whether a two or six week experience, students work alongside professionals abroad to not only test and expand their knowledge and skills, but also gain a global perspective on healthcare. In conjunction with the clinical aspect, students are given the opportunity to investigate the local traditional medicine of the region they are placed and explore significant historical and cultural sites.
- Faculty-Led Travel Courses: There are two frameworks available to students who are interested in completing a travel course. During either the winter or summer break, students complete an intensive three or four credit course abroad. The majority of the coursework and assignments are completed at the international site. The second format requires students to enroll and attend a course on-campus during the academic year. As part of the assessments, students are given the choice to either participate in a trip abroad or complete another type of evaluation (writing assignment, project, etc.).
- Exchange Programs: ACPHS has affiliation agreements with over nine universities and institutions abroad allowing the reciprocal exchange of students. Students can spend either a semester or summer abroad taking courses at a partner institution earning credits toward their ACPHS degree requirements. Likewise, ACPHS hosts students from abroad who come to the Albany campus to complete coursework or participate research projects.

*Project sites include Argentina, Belize, Brazil, China, Dominica, Ghana, Guatemala, Italy, Korea, Peru, Senegal, Spain and Switzerland with new locations added each year.*

2. Providing on-campus cultural, educational and social events designed to challenge and expand students' global perspectives.

The Office of Global Initiatives recognizes that not all students will be able to participate in an international experience, thus we try to bring the world to campus. From advocating Fair Trade principles through coffee & chocolate tasting and sales, hosting a Ghanaian drummer to give lessons, giving a Dominican food demonstration, showcasing holidays from around the world, hiring a Salsa & Samba teacher, to an international film festival, the Office of Global Initiatives strives to broaden the academic experience and build the foundation for global citizenship.

3. Supporting ACPHS' international student population through transition assistance, outings, and classes created to meet the specific needs of international students.

Roughly ten percent of the student population consists of international students. One of the Office of Global Initiatives' highest priorities is to provide a supportive and receptive environment to those who chose our institution from abroad. Whether it be the mandatory four day International Student Orientation, programming throughout the year, ESL opportunities, or simply answering random questions that arise, we are committed to creating a responsive and inclusive campus.

The Office of Global Initiatives is located on the second floor of the Student Center (SC#207) and can be reached at [GlobalInitiatives@acphs.edu](mailto:GlobalInitiatives@acphs.edu) or (518) 694-7107.

# INNOVATIVE LEARNING

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Innovative Learning develops continuous innovative approaches to teaching and learning. Instructional Design Services helps faculty improve their teaching methodology. The DeNuzzo Center promotes educational research and development at the College.

## **INSTRUCTIONAL DESIGN SERVICES**

Instructional Design Services provides faculty resources for innovative teaching to promote learning and academic excellence. IDS directly supports faculty with continuous improvement of instruction based on educational theory and research. IDS designs and develops active learning experiences for face-to-face, hybrid and distance learning, and promotes active learning by engaging students in the learning process using creative methods and technologies. IDS helps faculty with course and learning activity design that uses sound instructional principles and practices with strong learner-centered approaches. Working with faculty, IDS professional designers and developers create interactive, reusable learning solutions by utilizing appropriate media that meet the identified instructional needs. They provide coaching, consulting, training and online guides for new learning approaches and help faculty integrate new and effective pedagogical techniques and emerging technologies into their courses.

## **DENUZZO CENTER FOR INNOVATIVE LEARNING**

The DeNuzzo Center for Innovative Learning provides case studies on innovative learning, coordination of interest groups related to innovative learning, coordination of information on research and development activities for teaching and learning, and information on educational research grant opportunities.

# GENERAL EDUCATION

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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 and cultural competency. 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. The College's adaptations of the American Association of Colleges of Pharmacy's Center for the Advancement of Pharmacy Education's educational outcomes are:

## ABILITY-BASED OUTCOMES

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

- Identify, retrieve, understand, apply, analyze, synthesize and evaluate information needed to make informed, rational, responsible and ethical decisions.
- 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.
- Display habits, attitudes and values associated with mature critical thinking.

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

- Read and listen effectively.
- 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.

**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.

## SOCIAL AWARENESS, SOCIAL RESPONSIBILITY AND CITIZENSHIP

- Demonstrate sensitivity and tolerance of cultural diversity in all interactions and settings.
- Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.

**SELF-LEARNING ABILITIES AND HABITS:** Self-assess learning needs and design, implement and evaluate strategies to promote intellectual growth and continued professional competence.

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

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

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

# SCHOOLS AND PROGRAMS OF STUDY

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The Albany College of Pharmacy and Health Sciences offers the following undergraduate and graduate programs of study. Some programs have specialized concentrations with more detailed information available in the sections of this Catalog devoted to each School.

## SCHOOL OF ARTS AND SCIENCES

### UNDERGRADUATE DEGREE PROGRAMS

1. Bachelor of Science in Health and Human Sciences (HEGIS CODE 1201)
2. Bachelor of Science in Chemistry (HEGIS CODE 1905)
3. Bachelor of Science in Microbiology (HEGIS CODE 0411)
4. Bachelor of Science in Biomedical Technology (HEGIS CODE 1223)
  - Clinical Laboratory Sciences
  - Biomedical Technology
5. Pre-Pharmacy and Early Assurance (HEGIS CODE 1211)

### GRADUATE DEGREE PROGRAMS

1. Master of Science in Biotechnology (Molecular Biosciences) (HEGIS CODE 1223)
2. Master of Science in Cytotechnology & Molecular Cytology (HEGIS CODE 1223)
3. Master of Science in Clinical Laboratory Sciences (HEGIS CODE 1223)
4. Dual Bachelor of Science and Master of Science in Biotechnology/ Cytotechnology (HEGIS CODE 1223)

## SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES

### UNDERGRADUATE DEGREE PROGRAMS

1. Doctor of Pharmacy (PharmD) program (HEGIS CODE 1211)
2. Bachelor of Science in Pharmaceutical Sciences (HEGIS CODE 1211)
  - Pharmaceutics Concentration
  - Pharmacology Concentration

### GRADUATE DEGREE PROGRAMS

1. Master of Science in Health Outcomes Research (HEGIS CODE 1299)
2. Master of Science in Pharmaceutical Sciences (HEGIS CODE 1211) – Albany and Vermont Campuses
3. Dual Bachelor of Science and Master of Science in Pharmaceutical Sciences (HEGIS CODE 1211)

## SCHOOL OF GRADUATE STUDIES

Graduate degree programs are housed in specific academic Departments and Schools. The School of Graduate Studies oversees admissions, progression, curricular and graduation standards for all graduate programs offered at the College and coordinates graduate program offerings in collaboration with academic departments.

## **JOINT DEGREE PROGRAMS WITH OTHER INSTITUTIONS:**

The Albany College of Pharmacy and Health Sciences 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. The joint programs listed below are open to all BS programs (except for the MD with AMC).

**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.

**B.S. /J.D. JURIS DOCTOR WITH ALBANY LAW SCHOOL:** This 3+3 program allows incoming B.S. 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 a B.S. and a Juris Doctor in six years, instead of the typical seven.

**ADMISSION PROGRAM 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. 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 MS IN CLINICAL LABORATORY SCIENCES OR CYTOTECHNOLOGY (ACPHS):** This agreement allows students in the Biology degree program at the College of Saint Rose in their senior year to complete a structured curriculum of Cytotechnology or Clinical Lab Science courses approved by NYSDE at ACPHS. Upon successful completion of the 18 month program at ACPHS, graduates receive a BS in Biology from the College of Saint Rose with a concentration in Cytotechnology or Clinical Lab Sciences, and a Master of Sciences degree from ACPHS, constituting a joint BSMS program of study. Completion of the program 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 MS IN CLINICAL LABORATORY SCIENCES OR CYTOTECHNOLOGY (ACPHS):** This agreement allows students in the Clinical Biology degree program at Sage College of Albany in their senior year to complete a structured curriculum of Cytotechnology or Clinical Laboratory Science courses approved by NYSDE at ACPHS. Upon successful completion of the 18 month program at ACPHS, graduates receive a B.S. in Clinical Biology from Sage College of Albany with a concentration in Cytotechnology or Clinical Lab Sciences, and a Master of Sciences degree from ACPHS, constituting a joint BSMS program of study. Completion of the program allows graduates to sit for the national registry examination and to be eligible for New York State Licensure as a Laboratory Professional.

**B.S. (ST. MICHAEL'S COLLEGE, COLCHESTER, VT) AND PHARMD (ACPHS – VERMONT):** This agreement provides an opportunity for qualified students who have completed the necessary prerequisites at St. Michael's College, Colchester, VT to pursue the Doctor of Pharmacy Program at ACPHS. Students will enter as P1 students, receive their BS from St. Michael's College after completing the P1 year and receive their Doctor of Pharmacy after completing the P4 year of the Doctor of Pharmacy Curriculum.

***In addition, Pre-Law and Pre-Med options are now available in all B.S. programs.***

# **ARTICULATION AGREEMENTS WITH ACPHS PROGRAMS**

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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.

## **ARTICULATION AGREEMENT BETWEEN ACPHS AND ALBANY MEDICAL COLLEGE MEDICAL SCHOOL**

This agreement provides qualified ACPHS students who are enrolled in the B.S. in Pharmaceutical Sciences Program 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.

## **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 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 ROGER WILLIAMS UNIVERSITY (RWU)**

This agreement provides an opportunity for qualified students who have successfully completed all requirements for the RWU Bachelor's Degree in Chemistry, Biology, or Biochemistry to pursue the Doctor of Pharmacy Program at the ACPHS Vermont campus. The program requires seven years of full-time equivalency study.

## **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 BSBT in Clinical Laboratory Sciences or Cytotechnology at ACPHS. Students will enter as juniors and complete the Biomedical Technology, Clinical Laboratory Program.

# SCHOOL OF ARTS AND SCIENCES

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The School of Arts and Sciences provides a strong liberal arts education that emphasizes the development of the skills and abilities necessary for the personal growth and professional development of the College's students. By offering courses in the basic, social and clinical sciences as well as the humanities, the School promotes a thorough understanding of science and the cultural diversity of the world in which we live. In addition to providing the foundational educational experience for all ACPHS students, the School is committed to offering interdisciplinary programs, concentrations and minors for students whose interests are consistent with the expertise of the faculty. While varied in discipline, the School's research projects are designed to contribute to the faculty's respective field(s), enrich the educational experience of students at the College and be externally disseminated in a way that enhances the reputation of the investigator and the College.

The School of Arts and Sciences is composed of the Department of Basic and Social Sciences, the Department of Humanities and Communication, and the Department of Health Sciences. Collectively, the School offers the following programs.

## UNDERGRADUATE DEGREE PROGRAMS

1. Bachelor of Science in Health and Human Sciences (HEGIS CODE 1201)
2. Bachelor of Science in Chemistry (HEGIS CODE 1905)
3. Bachelor of Science in Microbiology (HEGIS CODE 0411)
4. Bachelor of Science in Biomedical Technology (HEGIS CODE 1223)
  - o Clinical Laboratory Sciences
  - o Biomedical Technology
5. Pre-Pharmacy and Early Assurance (HEGIS CODE 1211)

## GRADUATE DEGREE PROGRAMS

1. Master of Science in Biotechnology (Molecular Biosciences) (HEGIS CODE 1223)
2. Master of Science in Cytotechnology and Molecular Cytology (HEGIS CODE 1223)
3. Master of Science in Clinical Laboratory Sciences (HEGIS CODE 1223)
4. Dual Bachelor of Science and Master of Science in Biotechnology/ Cytotechnology (HEGIS CODE 1223)

## BACHELOR OF SCIENCE IN HEALTH AND HUMAN SCIENCES

For more than a century, ACPHS has provided students with a strong education in the biological sciences. The Health and Human Sciences program builds upon that recognized strength by adding the perspectives of the social sciences.

The foundation of ACPHS's Health and Human Sciences program is the blending of science courses with liberal arts courses that yield a keen understanding of the human condition with an emphasis on public health. This is achieved by integrating core courses from the College's various health related programs in conjunction with approved electives.

The Health and Human Sciences Program combines training in the natural sciences (biology, physics, chemistry) with exposure to perspectives from the humanities (art, history, philosophy) and social sciences (sociology, political science, economics) in a mix that is ideal for students interested in careers in health. The nature of the program is interdisciplinary, draws upon faculty from throughout ACPHS, and integrates public health and basic health care knowledge with a core training in the basic sciences.

Graduates of the Health and Human Sciences program have the ability to enter a wide variety of careers as science and health writers; policy analysts; and researchers for government, consumer groups, and institutes. The program is also an excellent preparation for graduate programs in law, medicine, global and public health, health administration, sociology, communication and other related fields.

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 a 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, both written and orally;
- can demonstrate an understanding of ethical and human rights principles related to health issues;
- have a solid understanding of contemporary global health issues;
- can apply content knowledge and experiences to design and implement health promotion and disease prevention strategies.

Information regarding joint programs between the BS in Health and Human Sciences program and other institutions can be found in the Articulation Agreements and Joint Degree Programs section.

## **BS IN HEALTH AND HUMAN SCIENCES REQUIRED COURSES**

### **NATURAL SCIENCES: 41 REQUIRED CREDITS**

CHE 101 and 102: General Chemistry I and II (4, 4)

CHE 211 and 221: Organic Chemistry I and II (4, 4)

BIO 101 and 102: General Biology I and II (4, 4)

BIO 213, 214, 215 and 216: Anatomy and Physiology I and II Labs (3, 1, 3, 1)

CHE 311 or PSC 311: Biochemistry (3)

6 credits chosen from BIO 210: Microbiology (4), PSC 315: Immunology (3), PSC 312: Molecular Biology (3), BIO 235: Cell Biology (3), PHY 201: College Physics I (4), PHY 202: College Physics II (4), BIO 225: Genetics (3) or other related courses approved by the Program Director.

### **HUMANITIES AND SOCIAL SCIENCES: 27 REQUIRED CREDITS**

HUM 101, 102 and 201: The Pre-Modern World (3), The Modern World (3), The Contemporary World (3)

PSY 101: Psychology (3)

SOC 101: Sociology (3)

ECN 101: Economics (3)

9 credit hours of courses with the following prefixes: ART, ECN, ETH, HIS, HUM, LIT, MUS, PHI, PSY, SOC.

### **HEALTH RELATED COURSEWORK: 25 REQUIRED CREDITS**

BSS 102: Seminar in Health Professions (1)

PAD 391: Topics in Public Health (3)

PAD 393: Introduction to Epidemiology (3) or SOC 325: Medical Sociology (3)

SOC 301: Research Methods for the Social Sciences (3)

HHS 401: Health and Human Sciences Capstone (3)

12 credit hours chosen from PAD 393: Epidemiology (3), SOC 325: Medical Sociology (3), SOC 210: Aging and Society (3), SOC 335: Public and Health Policy (3), ETH 310: Bioethics (3), BIO 156: Nutrition (3), BIO 161: Community Health (3), HRI 600G: Global Health (3), SOC 340: Legal Aspects of Health Care (3), SOC 330: Culture of Disability (3) or other health related course approved by the Program Director. 6 credit hours must be at the 300 level or higher.

### **COMMUNICATIONS: 9 REQUIRED CREDITS<sup>1</sup>**

COM 115: Principles of Communication (3)

COM 120: Public Speaking (3)

3 credit hours chosen from COM 339: Professional and Technical Writing (3), COM 242: Interpersonal Communication (3), COM 320: Patient-Provider Communication (3), COM 102: Group Communication (3), or PSC 253: Scientific Communication (3)

### **MATHEMATICS: 9 CREDITS**

MAT 115: Introduction to Lab Data (2)

MAT 111: Calculus (4)

MAT 145: Elementary Statistics (3)

### **ELECTIVES: 15 CREDITS**

15 credits of free electives

<sup>1</sup>All incoming students are assessed for their writing ability. The assessment is designed to direct students to the courses for which they are best prepared in the first year of the curriculum.

## BS IN HEALTH AND HUMAN SCIENCES SAMPLE SCHEDULE

Year 1							
Fall Semester			Credits	Spring Semester			Credits
BIO 101	General Biology I		4	BIO 102	General Biology II		4
CHE 101	General Chemistry I		4	CHE 102	General Chemistry II		4
MAT 115	Introduction to Lab Data		2	MAT 145	Elementary Statistics		3
HUM 101	The Pre-Modern World		3	HUM 102	The Modern World		3
BSS 102	Seminar in Health Professions		1	COM 115	Principles of Communication		3
SOC 101	Introduction to Sociology		3				
	<b>Total</b>		<b>17</b>		<b>Total</b>		<b>17</b>

Year 2							
Fall Semester			Credits	Spring Semester			Credits
CHE 211	Organic Chemistry I		4	CHE 221	Organic Chemistry II		4
BIO 213	Anatomy and Physiology I		3	BIO 215	Anatomy and Physiology II		3
BIO 214	Anatomy and Physiology I lab		1	BIO 216	Anatomy and Physiology II lab		1
HUM 201	The Contemporary World		3	MAT 111	Calculus		4
PSY 101	Psychology		3	ECN 101	Economics		3
	Health Elective		3				
	<b>Total</b>		<b>17</b>		<b>Total</b>		<b>15</b>

Year 3							
Fall Semester			Credits	Spring Semester			Credits
CHE 311	Biochemistry		3	SOC 301	Res. Methods for Social Sci.		3
SOC 325	Medical Sociology		3	COM 120	Public Speaking		3
	Natural Science Elective		3	PAD 391	Introduction to Public Health		3
	Health Elective		3		Communication Elective		3
	HSS Elective		3		Free Elective		3
	<b>Total</b>		<b>15</b>		<b>Total</b>		<b>15</b>

Year 4							
Fall Semester			Credits	Spring Semester			Credits
	Health Elective		3	HHS 401	HHS Capstone		3
	Natural Science Elective		3		Health Elective		3
	HSS Elective		3		HSS Elective		3
	Undergraduate Research		3		Free Elective		3
	Free Elective		3		Free Elective		3
	<b>Total</b>		<b>15</b>		<b>Total</b>		<b>15</b>

## **ADMISSION INTO THE BS IN HEALTH AND HUMAN SCIENCES**

### **STUDENTS ENTERING AS FRESHMAN AND AS UPPER YEAR TRANSFERS**

Entry to the program from students outside of the College is handled through the Undergraduate Admissions Office. Incoming students are able to apply college and AP credit to select courses. Current transfer policies are available from the Admissions Office. Once a student has matriculated into the program and started classes, all required coursework must be completed at ACPHS. For more detail see the Undergraduate Admissions section of the catalog.

### **STUDENTS ENTERING AS INTERNAL TRANSFERS FROM ANOTHER ACPHS PROGRAM**

A student currently enrolled at ACPHS is entitled to apply for transfer from one academic program to another contingent upon review by the Program Director of the desired program. An application form is available from the Program Director, the Registrar's office, or on the Registrar's website located on Blackboard. The Program Director will review applications and the decision to grant the transfer request will be based upon the feasibility of the student to enroll in courses required for the program requested. The review will consider the 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 that the granting of the transfer request may require additional time to satisfy all new program requirements.

## **ACADEMIC STANDARDS FOR BS IN HEALTH AND HUMAN SCIENCES**

Students enrolled in the Bachelor of Science in Health and Human Sciences (BSHHS) program must meet the following academic standards.

### **COURSE REMEDIATION**

- Any grade of F must be remediated by pre-pharmacy students.
- Students will not be allowed to remediate a required course during the academic year (fall or spring semester) at another institution if the same course is available to them at ACPHS. If the required course is not available at ACPHS, students may be allowed to remediate the required course at another accredited institution if the course is pre-approved by the course professor or course coordinator (see Registrar's page on the Intranet for approval form). Students must earn a grade of C or better in courses repeated at other institutions.
- Independent study cannot be used for remedial purposes.
- Upon course remediation of a required or elective course, a record of both courses will remain on the official transcript. If completed at ACPHS, the higher of the two course grades will be used in the calculation of the GPA. If completed elsewhere, neither the original nor the remediated course grade will be used in GPA calculations.
- In almost all cases, remediated coursework required for entry into P1 must be completed by May 31 preceding P1 entry. In select cases, per the express invitation/permission of the Pharmacy Admissions and Academic Standards Committee (PAASC), a student may be granted an allowance to remediate a specific course/s over the summer preceding P1, and is granted a conditional acceptance into P1 pending the outcome of the summer remediation.

## **ACADEMIC PROBATION**

A student will be placed on probation if any of the following conditions exist:

- A semester or cumulative GPA below 2.0
- Two or more grades below C-
- A single grade of F

A student on academic probation must improve performance and meet the conditions of probation recommended by the Academic Standards Committee and administered by the Associate Dean of Student Academic Support 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 during the remediation of his/her deficiency as a full time student.

## **ACADEMIC DISMISSAL**

A student may be dismissed from the College if one of the following conditions exists:

- Two instances of probation (whether consecutive or non-consecutive)
- A semester GPA below 1.6

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 APPEALS**

Students are permitted to appeal decisions made by the Academic Standards Committee. Appeal requests must be submitted in writing to the Associate Dean of Student Academic Support. The letter should contain a statement referencing the original decision by the Academic Standards 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 ACPHS 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 by the Academic Standing Appeals Committee.

***Also, see the Academic Regulations section for additional College-wide Academic Standards.***

## BACHELOR OF SCIENCE IN CHEMISTRY

The Chemistry program at ACPHS has two tracks that allow students to follow a traditional sequence of chemistry courses or to specialize in Medicinal Chemistry. The Chemistry program takes a unique interdisciplinary approach to how chemistry contributes to the pharmaceutical sciences. By selecting appropriate electives, graduates have many opportunities including:

- employment in pharmaceutical research, manufacturing, and production technology. The background in pharmaceutically related topics provided by the program provides graduates an advantage when competing for positions traditionally filled by biology or chemistry majors;
- attending graduate school in the biological, chemical, or pharmaceutical sciences. Graduates are prepared for degree programs in such areas as medicinal chemistry, pharmacology, and pharmaceuticals;
- attending professional schools (medical, dental, law);
- completing a Master's in Teaching degree at another institution.

All graduates of the program are expected to fully integrate the theory and practical aspects of chemistry and to:

- demonstrate a working knowledge of traditional and emerging areas of chemistry;
- obtain and interpret information from the scientific literature;
- integrate and apply knowledge to solve complex scientific problems;
- formulate solutions to research problems and demonstrate an understanding of the facilities and expertise necessary for carrying out these solutions;
- possess appropriate laboratory skills including the ability to observe and record results, work safely, self-organize, and manage one's time;
- effectively communicate scientific information both orally and in writing;
- engage in work independently and collaboratively in scientific processes;
- understand their ethical and professional responsibilities as well as an awareness of the contemporary societal and global issues facing scientists.

Information regarding joint programs between the BS in Chemistry Program and other institutions can be found in the Articulation Agreements and Joint Degree Programs section.

## **BS IN CHEMISTRY REQUIRED COURSES**

All students, regardless of track selected, will complete the following core curriculum. In addition to the core curriculum, students will be required to complete either the traditional track or the medicinal chemistry track.

### **CORE CURRICULUM**

#### **CHEMISTRY**

CHE 101 and 102: General Chemistry I and II (4, 4)

CHE 211 and 221: Organic Chemistry I and II (4, 4)

CHE 345: Physical Chemistry I (3)

CHE 346: Physical Chemistry I lab (1)

CHE 435: Inorganic Chemistry (3)

CHE 450, 452, 454, 456, 458 and 460: Analytical Chemistry Sequence (8)

CHE 311: Biochemistry I (3)

CHE 312: Biochemistry I lab (1)

CHE 490: Undergraduate Research (6)

PSC 454: Research Seminar (1)

#### **OTHER SCIENCES**

PHY 201 and 202: College Physics I and II (4, 4)

BIO 101 and 102: General Biology I and II (4, 4)

#### **MATH**

MAT 121 and 211: Calculus I and II (4, 4)

MAT 235: Differential Equations (3)

MAT 145: Elementary Statistics (3)

#### **HUMANITIES AND COMMUNICATION<sup>1</sup>**

HUM 101, 102 and 201: The Pre-Modern World (3), The Modern World (3), The Contemporary World (3)

COM 115: Principles of Communication (3)

PSC 253: Scientific Communication (3)

#### **ELECTIVES**

9 credits of humanities and social science electives

<sup>1</sup>All incoming students are assessed for their writing ability. The assessment is designed to direct students to the courses for which they are best prepared in the first year of the curriculum.

## **TRACK CURRICULA**

### **TRADITIONAL TRACK COURSES**

CHE 350: Physical Chemistry II (3)

18 credits of free electives

9 credits of advanced chemistry electives chosen from CHE 355: Organic Synthesis (3), CHE 423 or CHE 532G: Methods in Spectroscopy (3), PSC 341: Pharmaceutics I (3), PSC 342: Pharmaceutics (3), CLS 344: Clinical Chemistry (3), CHE 313: Biochemistry II (3), PSC 441: Pharmacokinetics (3), CHE 415: Medicinal Chemistry I (3), CHE 417: Medicinal Chemistry II (3). Other courses may be counted at the discretion of the Program Director.

### **MEDICINAL CHEMISTRY TRACK COURSES**

CHE 313: Biochemistry II (3)

CHE 415 and CHE 417: Medicinal Chemistry I and II (3, 3)

BIO 213 and 215: Anatomy and Physiology I and II (6)

PSC 341 and 342: Pharmaceutics I and II (6)

PSC 441: Pharmacokinetics (3)

9 credits of humanities and social science electives

3 credits of free electives

6 credits of advanced chemistry electives chosen from CHE 355: Organic Synthesis (3), CHE 423 or CHE 532G: Methods in Spectroscopy (3), CLS 344: Clinical Chemistry (3). Other courses may be counted at the discretion of the Program Director.

**Total Credits: Traditional Track – 126 credits, Medicinal Chemistry Track – 129 credits**

## BS IN CHEMISTRY SAMPLE SCHEDULES

### TRADITIONAL TRACK SAMPLE SCHEDULE

Year 1							
Fall Semester			Credits	Spring Semester			Credits
CHE 101	General Chemistry I		4	CHE 102	General Chemistry II		4
BIO 101	General Biology I		4	BIO 102	General Biology II		4
HUM 101	The Pre-Modern World		3	HUM 102	The Modern World		3
MAT 121	Calculus I		4	MAT 211	Calculus II		4
	Elective		3	COM 115	Principles of Communication		3
	<b>Total</b>		<b>18</b>		<b>Total</b>		<b>18</b>

Year 2							
Fall Semester			Credits	Spring Semester			Credits
CHE 201	Organic Chemistry I		4	CHE 202	Organic Chemistry II		4
PHY 212	College Physics I		4	PHY 222	College Physics II		4
MAT 235	Differential Equations		3	MAT 145	Statistics		3
HUM 201	The Contemporary World		3		Elective		3
	Elective		3		Elective		3
	<b>Total</b>		<b>17</b>		<b>Total</b>		<b>17</b>

Year 3							
Fall Semester			Credits	Spring Semester			Credits
CHE 345	Physical Chemistry I		3	CHE 350	Physical Chemistry II		3
CHE 346	Physical Chemistry I Lab		1		Analytical Chem. Sequence		4
	Analytical Chem. Sequence		4		Chemistry Elective		3
CHE 311	Biochemistry I		3		Elective		3
CHE 312	Biochemistry I Lab		1				
	Elective		3				
	<b>Total</b>		<b>15</b>		<b>Total</b>		<b>13</b>

Year 4							
Fall Semester			Credits	Spring Semester			Credits
CHE 490	Undergraduate Research		3	CHE 490	Undergraduate Research		3
PSC 253	Scientific Communication		3	PSC 454	Research Seminar		1
	Chemistry Elective		3	CHE 435	Inorganic Chemistry		3
	Elective		3		Chemistry Elective		3
	Elective		3		Elective		3
	<b>Total</b>		<b>15</b>		<b>Total</b>		<b>13</b>

## MEDICINAL CHEMISTRY TRACK SAMPLE SCHEDULE

Year 1							
Fall Semester			Credits	Spring Semester			Credits
CHE 101	General Chemistry I		4	CHE 102	General Chemistry II		4
BIO 101	General Biology I		4	BIO 102	General Biology II		4
HUM 101	The Pre-Modern World		3	HUM 102	The Modern World		3
MAT 121	Calculus I		4	MAT 211	Calculus II		4
	Elective		3	COM 115	Principles of Communication		3
	<b>Total</b>		<b>18</b>		<b>Total</b>		<b>18</b>

Year 2							
Fall Semester			Credits	Spring Semester			Credits
CHE 201	Organic Chemistry I		4	CHE 202	Organic Chemistry II		4
PHY 212	College Physics I		4	PHY 222	College Physics II		4
BIO 213	Anatomy and Physiology I		3	BIO 215	Anatomy and Physiology II		3
HUM 201	The Contemporary World		3	MAT 145	Statistics		3
MAT 235	Differential Equations		3		Elective		3
	<b>Total</b>		<b>17</b>		<b>Total</b>		<b>17</b>

Year 3							
Fall Semester			Credits	Spring Semester			Credits
	Analytical Chem. Sequence		4		Analytical Chem. Sequence		4
CHE 345	Physical Chemistry I		3	CHE 313	Biochemistry II		3
CHE 346	Physical Chemistry I Lab		1	PSC 342	Pharmaceutics II		3
CHE 311	Biochemistry I		3		Chemistry Elective		3
CHE 312	Biochemistry I Lab		1		Elective		3
PSC 341	Pharmaceutics I		3				
	<b>Total</b>		<b>15</b>		<b>Total</b>		<b>16</b>

Year 4							
Fall Semester			Credits	Spring Semester			Credits
CHE 415	Medicinal Chemistry I		3	CHE 417	Medicinal Chemistry II		3
CHE 490	Undergraduate Research		3	CHE 490	Undergraduate Research		3
PSC 441	Pharmacokinetics		3	PSC 454	Research Seminar		1
PSC 253	Scientific Communication		3	CHE 435	Inorganic Chemistry		3
	Chemistry Elective		3		Elective		3
	<b>Total</b>		<b>15</b>		<b>Total</b>		<b>13</b>

## ADMISSION INTO THE BS IN CHEMISTRY

### STUDENTS ENTERING AS FRESHMAN AND AS UPPER YEAR TRANSFERS

Entry to the program from students outside of the College is handled through the Undergraduate Admissions Office. Incoming students are able to apply college and AP credit to select courses. Current transfer policies are available from the Admissions Office. Once a student has matriculated into the program and started classes, all required coursework must be completed at ACPHS. For more detail see the Undergraduate Admissions section of the catalog.

### STUDENTS ENTERING AS INTERNAL TRANSFERS FROM ANOTHER ACPHS PROGRAM

A student currently enrolled at ACPHS is entitled to apply for transfer from one academic program to another contingent upon review by the Program Director of the desired program. An application form is available from the Program Director, the Registrar's office, or on the Registrar's website located on Blackboard. The Program Director will review applications and the decision to grant the transfer request will be based upon the feasibility of the student to enroll in courses required for the program requested. The review will consider the 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 that the granting of the transfer request may require additional time to satisfy all new program requirements.

## ACADEMIC STANDARDS FOR BS IN CHEMISTRY

Students enrolled in the Bachelor of Science in Chemistry program must meet the following academic standards.

### COURSE REMEDIATION

- Any grade of F must be remediated by pre-pharmacy students.
- Students will not be allowed to remediate a required course during the academic year (fall or spring semester) at another institution if the same course is available to them at ACPHS. If the required course is not available at ACPHS, students may be allowed to remediate the required course at another accredited institution if the course is pre-approved by the course professor or course coordinator (see Registrar's page on the Intranet for approval form). Students must earn a grade of C or better in courses repeated at other institutions.
- Independent study cannot be used for remedial purposes.
- Upon course remediation of a required or elective course, a record of both courses will remain on the official transcript. If completed at ACPHS, the higher of the two course grades will be used in the calculation of the GPA. If completed elsewhere, neither the original nor the remediated course grade will be used in GPA calculations.
- In almost all cases, remediated coursework required for entry into P1 must be completed by May 31 preceding P1 entry. In select cases, per the express invitation/permission of the Pharmacy Admissions and Academic Standards Committee (PAASC), a student may be granted an allowance to remediate a specific course/s over the summer preceding P1, and is granted a conditional acceptance into P1 pending the outcome of the summer remediation.

## **ACADEMIC PROBATION**

A student will be placed on probation if any of the following conditions exist:

- A semester or cumulative GPA below 2.0
- Two or more grades below C-
- A single grade of F

A student on academic probation must improve performance and meet the conditions of probation recommended by the Academic Standards Committee and administered by the Associate Dean of Student Academic Support 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 during the remediation of his/her deficiency as a full time student.

## **ACADEMIC DISMISSAL**

A student may be dismissed from the College if one of the following conditions exists:

- Two instances of probation (whether consecutive or non-consecutive)
- A semester GPA below 1.6

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 APPEALS**

Students are permitted to appeal decisions made by the Academic Standards Committee. Appeal requests must be submitted in writing to the Associate Dean of Student Academic Support. The letter should contain a statement referencing the original decision by the Academic Standards 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 ACPHS 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 by the Academic Standing Appeals Committee.

***Also, see the Academic Regulations section for additional College-wide Academic Standards.***

## BACHELOR OF SCIENCE IN MICROBIOLOGY

The goal of the B.S. Microbiology program at Albany College of Pharmacy and Health Sciences is to prepare graduates for employment or advanced study in fields requiring knowledge of microbial life, e.g., health care, public health, biotechnology, pharmaceutical sciences, medical equipment and supplies industry. There is a core of courses for each of these varied employment and educational opportunities and depending upon the student's goals, specific tracks will be chosen in consultation with the microbiology advisors in the Department.

The program has three tracks that allow students to specialize in Biomedical Microbiology, Epidemiology/Public Health, or Industrial/Pharmaceutical Microbiology. All three tracks in the program abide by the core curriculum guidelines of the American Society for Microbiology for the baccalaureate degree program in microbiology. The students graduating from this program will meet the educational requirements (of having a BS with 20 semester hours of microbiology relevant courses) for certification by the National Registry of Microbiologists (NRM), a professional branch of the American College of Microbiology within the American Society for Microbiology (ASM). Graduates will be fully prepared to take the written exam for registered microbiologist or conditional registrant in Pharmaceutical and Medical Device and/or Biological Safety.

All graduates of the program are expected to fully integrate the theory and practical aspects of microbiology and to:

- demonstrate a working knowledge of traditional and emerging areas of microbiology
- obtain, interpret, and apply information about microbiology from the scientific literature
- integrate and apply knowledge to solve complex scientific problems
- formulate hypotheses to explain research problems and demonstrate an understanding of the facilities and expertise necessary for testing these hypotheses
- possess appropriate laboratory skills including the ability to observe and record results, work safely, self-organize and manage one's time
- effectively communicate scientific information both orally and in writing
- work both independently and collaboratively in scientific processes
- understand their ethical and professional responsibilities and be aware of the contemporary societal and global issues facing scientists

The following is a brief description and career objectives for each of the three tracks of the program:

**BIOMEDICAL MICROBIOLOGY TRACK** will train graduates in understanding how infectious diseases occur. It will serve as the foundation for advanced graduate studies in Microbiology, Immunology, Virology, Cellular and Molecular Biology, and Pharmaceutical Sciences. Graduates would be prepared for entry into the professional schools such as medicine, veterinary, dental, and public health. Graduates may find jobs as research technicians in laboratories working in the area of microbiology and infectious diseases.

**PUBLIC HEALTH/INFECTIOUS DISEASE EPIDEMIOLOGY TRACK** will offer instruction on the concepts, methods, and application of epidemiological principles related to infectious diseases. Graduates of the program will have an in-depth understanding of the major laboratory and public health aspects of microbial pathogens. They will gain epidemiologic skills relevant to the prevention and control of problems arising from infectious diseases. Graduates will be prepared for careers in academic and industrial research laboratories, international health agencies, nongovernmental organizations and private consulting groups. In addition, they may work in federal, state and local public health agencies or state and local public health laboratories where their technical expertise and population-based perspective will be extremely useful.

**INDUSTRIAL/PHARMACEUTICAL MICROBIOLOGY TRACK** will prepare the students for the scientific principles, techniques and skills required in industrial microbiology. Specialized study will include biotechnology applications, biochemistry, analytical chemistry and pharmaceutical microbiology. This track will train students in the areas of microbial contamination prevention, investigation, control and aseptic processing. Students will gain experience in pharmaceutical processing and manufacturing and healthcare issues. Graduates will acquire skills required for quality control of raw materials and finished products, knowledge in drug and environmental regulations and guidelines along with learning the principles of Good Manufacturing Practices.

Information regarding joint programs between the BS in Microbiology Program and other institutions can be found in the Articulation Agreements and Joint Degree Programs section.

## BS IN MICROBIOLOGY REQUIRED COURSES

All students, regardless of track selected, will complete the following core curriculum. Students will be required to complete one of the tracks described below. Each track contains 9-11 credits of required courses. Students must also choose 5-6 credits from a list of approved track electives.

### CORE CURRICULUM

#### **BASIC SCIENCES: 41 REQUIRED CREDITS**

BIO 101 and 102: General Biology I and II (4, 4)

CHE 101 and CHE 102: General Chemistry I and II (4, 4)

CHE 211 and 221: Organic Chemistry I and II (4, 4)

PHY 212 and 222: College Physics I and II (4, 4)

MAT 115: Introduction to Lab Data (2)

MAT 121: Calculus I (4)

MAT 145: Elementary Statistics (3)

#### **HUMANITIES AND COMMUNICATIONS: 16 REQUIRED CREDITS<sup>1</sup>**

HUM 101, 102 and 201: The Pre-Modern World (3), The Modern World (3), The Contemporary World (3)

COM 115: Principles of Communication (3)

PSC 253: Scientific Communications (3) [or other comparable course]

PSC 102: Seminar in Health Professions (1)

#### **MICROBIOLOGY: 31 REQUIRED CREDITS**

BIO 210: Microbiology (4)

PSC 315: Immunology (3)

PSC 311: Biochemistry (3)

PSC 312: Molecular Biology (3)

BIO 340: Microbial Genetics (3)

BIO 370: Microbial Physiology (3)

BIO 350 and 355: Biomedical Laboratory Techniques I and II (3, 3)

BIO 480 and BIO 485: Microbiology Capstone Experience I and II (3, 3)

Options for Microbiology Capstone Experience - Research (a minimum of 3 credits), Internships, and/or Independent Projects. The plan for the Capstone Experience should be developed by the student in conjunction with the faculty adviser and Program Director and approved in spring of the Junior Year.

#### **ELECTIVES: 18 CREDITS**

At least 9 credits must be in the humanities or social sciences.

<sup>1</sup>All incoming students are assessed for their writing ability. The assessment is designed to direct students to the courses for which they are best prepared in the first year of the curriculum.

## **TRACK CURRICULUM**

### **BIOMEDICAL MICROBIOLOGY TRACK**

BIO 375: Bacterial Pathogenesis (3)

BIO 235: Cell Biology (3)

BIO 240: Virology (3) or BIO 365: Medical Mycology and Parasitology (3)

A minimum of 5 credits chosen from BIO 225: Genetics (3), BIO 213: Anatomy & Physiology I (3), BIO 215: Anatomy & Physiology II (3), ETH 310: Bioethics (3), BHS 200: Good Laboratory Practices (2), BHS 630G: Advanced Good Lab Practices and Lab Management (3), BIO 240: Virology (3), BIO 365: Medical Mycology and Parasitology (3). Other courses may be counted at the discretion of the Program Director.

### **PUBLIC HEALTH/INFECTIOUS DISEASE EPIDEMIOLOGY TRACK**

PAD 393: Introduction to Epidemiology (3)

PAD 391: Topics in Public Health (3)

PHM 546: Advanced Topics in Infectious Diseases (3)

A minimum of 5 credits chosen from SOC 335: Public and Health Policy (3), ETH 310: Bioethics (3), SOC 340: Legal Aspects of Health Care (3), HRI 600G: Issues in Global Health (3)

### **INDUSTRIAL/PHARMACEUTICAL MICROBIOLOGY TRACK**

BIO 360: Industrial Microbiology and Bioprocessing (3)

BHS 200: Good Laboratory Practices (2) or BHS 630G: Advanced Good Lab Practices and Lab Management (3)

BIO 410: Pharmaceutical Microbiology (3)

PSC 431: Foundations of Pharmaceutical Science (2)

A minimum of 5 credits chosen from PSC 341: Pharmaceutics I (3), PSC 342: Pharmaceutics II (3), CHE 375: Analytical Chemistry I (4), CHE 380: Analytical Chemistry II (4), BIO 455: Toxicology (3), SOC 335: Public and Health Policy (3)

**TOTAL CREDITS: 120-123 CREDITS**

## BS IN MICROBIOLOGY SAMPLE SCHEDULES

### BIOMEDICAL MICROBIOLOGY SAMPLE SCHEDULE

Year 1						
Fall Semester			Credits	Spring Semester		Credits
BIO 101	General Biology I		4	BIO 102	General Biology II	4
CHE 101	General Chemistry I		4	CHE 102	General Chemistry II	4
HUM 101	The Pre-Modern World		3	HUM 102	The Modern World	3
MAT 115	Intro to Lab Data		2	COM 115	Principles of Communication	3
MAT 121	Calculus I		4		Elective	3
PSC 102	Seminar in Health Professions		1			
	<b>Total</b>		<b>18</b>		<b>Total</b>	<b>17</b>

Year 2						
Fall Semester			Credits	Spring Semester		Credits
CHE 211	Organic Chemistry I		4	CHE 221	Organic Chemistry II	4
PHY 212	College Physics I		4	PHY 222	College Physics II	4
HUM 201	The Contemporary World		3	MAT 145	Elementary Statistics	3
BIO 210	Microbiology		4	BIO 240 or BIO 365	Virology or Medical Mycology & Parasitology	3
					Elective	3
	<b>Total</b>		<b>15</b>		<b>Total</b>	<b>17</b>

Year 3						
Fall Semester			Credits	Spring Semester		Credits
PSC 311	Biochemistry		3	PSC 312	Molecular Biology	3
PSC 315	Immunology		3	BIO 340	Microbial Genetics	3
BIO 370	Microbial Physiology		3	BIO 355	Biomedical Lab Techniques II	3
BIO 350	Biomedical Lab Techniques I		3	BIO 235	Cell Biology	3
	Elective		3		Elective	3
	<b>Total</b>		<b>15</b>		<b>Total</b>	<b>15</b>

Year 4						
Fall Semester			Credits	Spring Semester		Credits
BIO 480	Micro. Capstone Experience I		3	BIO 485	Micro. Capstone Experience II	3
PSC 253	Scientific Communication		3		Elective/Track Elective*	3
	Elective/Track Elective*		3		Elective/Track Elective*	3
	Elective/Track Elective*		3	BIO 375	Bacterial Pathogenesis	3
	<b>Total</b>		<b>12</b>		<b>Total</b>	<b>13</b>

\*This includes 2x Track Electives, 2x Free Electives

## PUBLIC HEALTH/INFECTIOUS DISEASE EPIDEMIOLOGY TRACK SAMPLE SCHEDULE

Year 1					
Fall Semester		Credits	Spring Semester		Credits
BIO 101	General Biology I	4	BIO 102	General Biology II	4
CHE 101	General Chemistry I	4	CHE 102	General Chemistry II	4
HUM 101	The Pre-Modern World	3	HUM 102	The Modern World	3
MAT 115	Intro to Lab Data	2	COM 115	Principles of Communication	3
MAT 121	Calculus I	4		Elective	3
PSC 102	Seminar in Health Professions	1			
	<b>Total</b>	<b>18</b>		<b>Total</b>	<b>17</b>

Year 2					
Fall Semester		Credits	Spring Semester		Credits
CHE 211	Organic Chemistry I	4	CHE 221	Organic Chemistry II	4
PHY 212	College Physics I	4	PHY 222	College Physics II	4
HUM 201	The Contemporary World	3	MAT 145	Elementary Statistics	3
BIO 210	Microbiology	4	PAD 391	Topics in Public Health	3
				Elective	3
	<b>Total</b>	<b>15</b>		<b>Total</b>	<b>17</b>

Year 3					
Fall Semester		Credits	Spring Semester		Credits
PSC 311	Biochemistry	3	PSC 312	Molecular Biology	3
PSC 315	Immunology	3	BIO 340	Microbial Genetics	3
PAD 393	Intro to Epidemiology	3	BIO 355	Biomedical Lab Techniques II	3
BIO 370	Microbial Physiology	3		Elective/Track Elective*	3
BIO 350	Biomedical Lab Techniques I	3		Elective	3
	<b>Total</b>	<b>15</b>		<b>Total</b>	<b>15</b>

Year 4					
Fall Semester		Credits	Spring Semester		Credits
BIO 480	Micro. Capstone Experience I	3	BIO 485	Micro. Capstone Experience II	3
PSC 253	Scientific Communication	3	PHM 546	Adv. Topics in Infect. Disease	3
	Elective/Track Elective*	3		Elective/Track Elective*	3
	Elective/Track Elective*	3		Elective	3
	<b>Total</b>	<b>12</b>		<b>Total</b>	<b>12</b>

\*This includes 2x Track Electives, 2x Free Electives

## INDUSTRIAL/PHARMACEUTICAL MICROBIOLOGY TRACK SAMPLE SCHEDULE

Year 1							
Fall Semester			Credits	Spring Semester			Credits
BIO 101	General Biology I		4	BIO 102	General Biology II		4
CHE 101	General Chemistry I		4	CHE 102	General Chemistry II		4
HUM 101	The Pre-Modern World		3	HUM 102	The Modern World		3
MAT 115	Intro to Lab Data		2	COM 115	Principles of Communication		3
MAT 121	Calculus I		4		Elective		3
PSC 102	Seminar in Health Professions		1				
	<b>Total</b>		<b>18</b>		<b>Total</b>		<b>17</b>

Year 2							
Fall Semester			Credits	Spring Semester			Credits
CHE 211	Organic Chemistry I		4	CHE 221	Organic Chemistry II		4
PHY 212	College Physics I		4	PHY 222	College Physics II		4
HUM 201	The Contemporary World		3	MAT 145	Elementary Statistics		3
BIO 210	Microbiology		4	BIO 360	Industrial Micro/Bioprocessing		3
					Elective		3
	<b>Total</b>		<b>15</b>		<b>Total</b>		<b>17</b>

Year 3							
Fall Semester			Credits	Spring Semester			Credits
PSC 311	Biochemistry		3	PSC 312	Molecular Biology		3
PSC 315	Immunology		3	BIO 340	Microbial Genetics		3
BIO 370	Microbial Physiology		3	BIO 355	Biomedical Lab Techniques II		3
BIO 350	Biomedical Lab Techniques I		3	BIO 410	Pharmaceutical Microbiology		3
	Elective/Track Elective*		3		Elective		3
	<b>Total</b>		<b>15</b>		<b>Total</b>		<b>15</b>

Year 4							
Fall Semester			Credits	Spring Semester			Credits
BIO 480	Micro. Capstone Experience I		3	BIO 485	Micro. Capstone Experience II		3
PSC 253	Scientific Communication		3		Elective/Track Elective*		3
PSC 431	Foundations of Pharm. Sci.		2		Elective/Track Elective*		3
BHS 200 or BHS 630G	GLP or Advanced GLP and Lab Management		3		Elective		3
	Elective/Track Elective*		3				
	<b>Total</b>		<b>14</b>		<b>Total</b>		<b>12</b>

\*This includes 2x Track Electives, 2x Free General Electives

## **ADMISSION INTO THE BS IN MICROBIOLOGY**

### **STUDENTS ENTERING AS FRESHMAN AND AS UPPER YEAR TRANSFERS**

Entry to the program from students outside of the College is handled through the Undergraduate Admissions Office. Incoming students are able to apply college and AP credit to select courses. Current transfer policies are available from the Admissions Office. Once a student has matriculated into the program and started classes, all required coursework must be completed at ACPHS. For more detail see the Undergraduate Admissions section of the catalog.

### **STUDENTS ENTERING AS INTERNAL TRANSFERS FROM ANOTHER ACPHS PROGRAM**

A student currently enrolled at ACPHS is entitled to apply for transfer from one academic program to another contingent upon review by the Program Director of the desired program. An application form is available from the Program Director, the Registrar's office, or on the Registrar's website located on Blackboard. The Program Director will review applications and the decision to grant the transfer request will be based upon the feasibility of the student to enroll in courses required for the program requested. The review will consider the 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 that the granting of the transfer request may require additional time to satisfy all new program requirements.

## **ACADEMIC STANDARDS FOR BS IN MICROBIOLOGY**

Students enrolled in the Bachelor of Science in Microbiology program must meet the following academic standards.

### **COURSE REMEDIATION**

- Any grade of F must be remediated by pre-pharmacy students.
- Students will not be allowed to remediate a required course during the academic year (fall or spring semester) at another institution if the same course is available to them at ACPHS. If the required course is not available at ACPHS, students may be allowed to remediate the required course at another accredited institution if the course is pre-approved by the course professor or course coordinator (see Registrar's page on the Intranet for approval form). Students must earn a grade of C or better in courses repeated at other institutions.
- Independent study cannot be used for remedial purposes.
- Upon course remediation of a required or elective course, a record of both courses will remain on the official transcript. If completed at ACPHS, the higher of the two course grades will be used in the calculation of the GPA. If completed elsewhere, neither the original nor the remediated course grade will be used in GPA calculations.
- In almost all cases, remediated coursework required for entry into P1 must be completed by May 31 preceding P1 entry. In select cases, per the express invitation/permission of the Pharmacy Admissions and Academic Standards Committee (PAASC), a student may be granted an allowance to remediate a specific course/s over the summer preceding P1, and is granted a conditional acceptance into P1 pending the outcome of the summer remediation.

## **ACADEMIC PROBATION**

A student will be placed on probation if any of the following conditions exist:

- A semester or cumulative GPA below 2.0
- Two or more grades below C-
- A single grade of F

A student on academic probation must improve performance and meet the conditions of probation recommended by the Academic Standards Committee and administered by the Associate Dean of Student Academic Support 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 during the remediation of his/her deficiency as a full time student.

## **ACADEMIC DISMISSAL**

A student may be dismissed from the College if one of the following conditions exists:

- Two instances of probation (whether consecutive or non-consecutive)
- A semester GPA below 1.6

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 APPEALS**

Students are permitted to appeal decisions made by the Academic Standards Committee. Appeal requests must be submitted in writing to the Associate Dean of Student Academic Support. The letter should contain a statement referencing the original decision by the Academic Standards 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 ACPHS 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 by the Academic Standing Appeals Committee.

***Also, see the Academic Regulations section for additional College-wide Academic Standards.***

# BACHELOR OF SCIENCE IN BIOMEDICAL TECHNOLOGY

The Biomedical Technology program allows students to explore the many facets of human health and disease with an emphasis on the contribution of diagnostic laboratory medicine to medical practice. Students in the Biomedical Technology program have a variety of options based on their personal interests and career goals.

The Program provides a strong foundation in basic and clinical sciences. Students are prepared to seek positions in the biomedical device industry such as research, technical support and sales or to pursue admission to MS programs in Physician Assistant Studies. Incoming freshman students may apply for early assurance acceptance to the MS in Physician Assistant Studies at Albany Medical College. (This track does not lead to certification or licensure. See the BS in Clinical Laboratory Sciences.)

The curriculum in Biomedical Technology is designed to assure that all students are able to:

- Interpret Clinical Laboratory Testing
  - Evaluate appropriateness and quality of laboratory specimens and handle them safely
  - Evaluate test results to assure accuracy of analyses and correlate with medical history and diagnosis
  
- Promote Public Health
  - Promote public awareness of health and disease
  
- Demonstrate Professionalism
  - Demonstrate professional conduct and interpersonal communication skills with patients, laboratory personnel, other health care professionals and the public
  - Establish and maintain continuing education for self and others to maintain lifelong learning and professional competence
  - Provide leadership in educating other health care professionals on issues related to the clinical laboratory
  - Read and evaluate published professional literature for its pertinence and reliability and explain the basic principles of the scientific method
  
- Understand the Health Care System and the Role of the Medical Laboratory
  - Explain the role of the regulatory agencies that oversee the clinical laboratory and of the regulations pertinent to the laboratory and the healthcare organization in which the laboratory resides
  - Explain the organizational structure of healthcare organizations and the role of the clinical laboratory in the provision of patient care

## **BS IN BIOMEDICAL TECHNOLOGY REQUIRED COURSES**

### **HUMANITIES, CULTURE AND HEALTH: 15 REQUIRED CREDITS**

HUM 101, 102 and 201: The Pre-Modern World, The Modern World, The Contemporary World (3, 3, 3)

ETH 310: Bioethics (3)

Social Science Elective (3)

### **BASIC SCIENCES: 41 REQUIRED CREDITS**

BIO 101 and 102: General Biology (4, 4)

BIO 213, 214, 215 and 216: Anatomy and Physiology I and II and Labs (3, 1, 3, 1)

BIO 235: Cell Biology (3)

BIO 236: Cell Biology Laboratory (1)

CHE 101 and 102: General Chemistry I and II (4, 4)

CHE 245: Survey of Organic Chemistry (4)

CHE 311: Biochemistry I (3)

CHS 312: Biochemistry I Lab (1)

MAT 115: Introduction to Lab Data (2)

MAT 145: Elementary Statistics (3)

### **BIOMEDICAL SCIENCES: 19 REQUIRED CREDITS**

BHS 205: Clinical Instrumentation Analysis (3)

BHS 201: Medical Terminology (3)

BHS 650: Molecular Genetics and Genomics (3)

BHS 652: Molecular Genetics and Genomics Lab (1)

BHS 360: Clinical Anatomy (3)

BHS 365: Introduction to Human Pathology (3)

BHS 450: Senior Seminar in Biomedical Technology (3)

### **DIRECTED ELECTIVES: 12 DIRECTED CREDITS**

Electives chosen with the approval of the students' advisor.

### **CLINICAL SCIENCES: 29 REQUIRED CREDITS**

CLS 320: Clinical Microbiology I (4)

CLS 322: Clinical Microbiology II (4)

CLS 300: Clinical Hematology (4)

CLS 306: Urinalysis and Body Fluids (2)

CLS 333: Clinical Immunology (4)

CLS 335: Immunohematology (4)

CLS 345: Clinical Chemistry (4)

CLS 400: Laboratory Management and Education (3)

### **COMMUNICATIONS: 6 REQUIRED CREDITS<sup>1</sup>**

COM 115: Principles of Communication (3)

BHS 230: Sophomore Seminar in Biomedical Technology (3)

<sup>1</sup>All incoming students are assessed for their writing ability. The assessment is designed to direct students to the courses for which they are best prepared in the first year of the curriculum.

### **ELECTIVES: 6 REQUIRED CREDITS**

Six credits of free electives (6)

### **TOTAL CREDITS: 128 CREDITS**

## BS IN BIOMEDICAL TECHNOLOGY SAMPLE SCHEDULE

Year 1						
Fall Semester			Credits	Spring Semester		Credits
BIO 101	General Biology I		4	BIO 102	General Biology II	4
CHE 101	General Chemistry I		4	CHE 102	General Chemistry II	4
MAT 115	Introduction to Lab Data		2	MAT 145	Elementary Statistics	3
HUM 101	The Pre-Modern World		3	HUM 102	The Modern World	3
	Elective		3	COM 115	Principles of Communication	3
	<b>Total</b>		<b>16</b>		<b>Total</b>	<b>17</b>

Year 2						
Fall Semester			Credits	Spring Semester		Credits
CHE 245	Survey of Organic Chemistry		4	BHS 230	Soph. Seminar in Biomedical Tech.	3
HUM 201	The Contemporary World		3	BIO 235	Cell Biology	3
BHS 205	Clinical Instrumentation Analysis		3	BIO 236	Cell Biology Lab	1
BIO 213	Anatomy and Physiology I		3	BIO 214	Anatomy and Physiology II	3
BIO 214	Anatomy and Physiology I Lab		1	BIO 215	Anatomy and Physiology II Lab	1
BHS 201	Medical Terminology		3		Elective	3
					Directed Elective in Social Science	3
	<b>Total</b>		<b>17</b>		<b>Total</b>	<b>17</b>

Year 3						
Fall Semester			Credits	Spring Semester		Credits
CLS 320	Clinical Microbiology I		4	CLS 335	Immunohematology	4
CHE 311	Biochemistry I		3	CLS 345	Clinical Chemistry	4
CHE 312	Biochemistry I Lab		1	CLS 322	Clinical Microbiology II	4
CLS 333	Clinical Immunology		4	ETH 310	Bioethics	3
CLS 300	Clinical Hematology		4	CLS 306	Urinalysis and Body Fluids	2
	<b>Total</b>		<b>16</b>		<b>Total</b>	<b>17</b>

Year 4						
Fall Semester			Credits	Spring Semester		Credits
BHS 650	Molecular Genetics and Genomics		3	BHS 450	Senior Seminar in Biomedical Tech.	3
BHS 652	Molecular Genetics Genomics Lab		1	BHS 365	Introduction to Human Pathology	3
BHS 360	Clinical Anatomy		3		Directed Elective	3
CLS 400	Laboratory Management and Ed.		3		Directed Elective	3
	Directed Elective		3			
	Directed Elective		3			
	<b>Total</b>		<b>16</b>		<b>Total</b>	<b>12</b>

# BACHELOR OF SCIENCE IN CLINICAL LABORATORY SCIENCES

The Clinical Laboratory Sciences program prepares students to perform a full range of laboratory analyses that are essential for the diagnosis, monitoring and treatment of disease. These laboratory analyses are applicable to the fields of human and veterinary medicine, forensics, drug development and research. Graduates are eligible for national certification through the American Society of Clinical Pathology as well as licensure in the state of New York as Clinical Laboratory Technologists.

The curriculum in Clinical Laboratory Sciences is designed to assure that all students are able to:

- Perform Clinical Laboratory Testing
  - Evaluate appropriateness and quality of laboratory specimens and handle them safely
  - Accurately and efficiently perform analytic analyses in all areas of the clinical laboratory
  - Evaluate test results to assure accuracy of analyses and correlate with medical history and diagnosis
- Participate in the Daily Management of the Clinical Laboratory
  - Apply and properly follow all safety requirements within the laboratory and health care facility
  - Evaluate new testing methods and instrumentation for accuracy, precision, specificity, sensitivity and appropriateness to patient care
  - Explain the principles of human resources management
- Promote Public Health
  - Promote public awareness of health and disease
  - Recognize the role of the laboratory in disaster management
- Provide Laboratory Information and Education
  - Demonstrate professional conduct and interpersonal communication skills with patients, laboratory personnel, other health care professionals and the public
  - Establish and maintain continuing education for self and others to maintain lifelong learning and professional competence
  - Provide leadership in educating other health care professionals on issues related to the clinical laboratory
  - Read and evaluate published professional literature for its pertinence and reliability and explain the basic principles of the scientific method
- Understand Health Care System and the Role of the Medical Laboratory
  - Explain the role of the regulatory agencies that oversee the clinical laboratory and of the regulations pertinent to the laboratory and the healthcare organization in which the laboratory resides
  - Explain the organizational structure of healthcare organizations and the role of the clinical laboratory in the provision of patient care

## **BS CLINICAL LABORATORY SCIENCES REQUIRED COURSES**

### **HUMANITIES, CULTURE AND HEALTH: 15 REQUIRED CREDITS**

HUM 101, 102 and 201: The Pre-Modern World, The Modern World, The Contemporary World (3, 3, 3)

ETH 310: Bioethics (3)

Social Science Elective (3)

### **BASIC SCIENCES: 41 REQUIRED CREDITS**

BIO 101 and 102: General Biology (4, 4)

BIO 213, 214, 215 and 216: Anatomy and Physiology I and II and Labs (3, 1, 3, 1)

BIO 235: Cell Biology (3)

BIO 236: Cell Biology Laboratory (1)

CHE 101 and 102: General Chemistry (4, 4)

CHE 245: Survey of Organic Chemistry (4)

CHE 311: Biochemistry I (3)

CHS 312: Biochemistry I Lab (1)

MAT 115: Introduction to Lab Data (2)

MAT 145: Elementary Statistics (3)

### **BIOMEDICAL SCIENCES: 10 REQUIRED CREDITS**

BHS 205: Clinical Instrumentation Analysis (3)

BHS 201: Medical Terminology (3)

BHS 650: Molecular Genomics (3)

BHS 652: Molecular Genomics Lab (1)

### **CLINICAL SCIENCES: 50 REQUIRED CREDITS**

CLS 320: Clinical Microbiology I (4)

CLS 322: Clinical Microbiology II (4)

CLS 300: Clinical Hematology (4)

CLS 306: Urinalysis and Body Fluids (2)

CLS 333: Clinical Immunology (4)

CLS 335: Immunohematology (4)

CLS 345: Clinical Chemistry (4)

CLS 400: Laboratory Management and Education (3)

CLS 401 and CLS 402: Clinical Practicum I and II (9, 9)

CLS 410: Clinical Correlations (3)

### **COMMUNICATIONS: 6 REQUIRED CREDITS<sup>1</sup>**

COM 115: Principles of Communication (3)

BHS 230: Sophomore Seminar in Biomedical Technology (3)

### **ELECTIVES: 6 ELECTIVE CREDITS**

Free electives (6)

### **TOTAL CREDITS: 128 CREDITS**

<sup>1</sup>All incoming students are assessed for their writing ability. The assessment is designed to direct students to the courses for which they are best prepared in the first year of the curriculum.

## BS IN CLINICAL LABORATORY SCIENCES SAMPLE SCHEDULE

Year 1						
Fall Semester			Credits	Spring Semester		Credits
BIO 101	General Biology I		4	BIO 102	General Biology II	4
CHE 101	General Chemistry I		4	CHE 102	General Chemistry II	4
MAT 115	Introduction to Lab Data		2	MAT 145	Elementary Statistics	3
HUM 101	The Pre-Modern World		3	HUM 102	The Modern World	3
	Elective		3	COM 115	Principles of Communication	3
	<b>Total</b>		<b>16</b>		<b>Total</b>	<b>17</b>

Year 2						
Fall Semester			Credits	Spring Semester		Credits
CHE 245	Survey of Organic Chemistry		4	BHS 230	Soph. Seminar in Biomedical Tech.	3
HUM 201	The Contemporary World		3	BIO 235	Cell Biology	3
BHS 205	Clinical Instrumentation Analysis		3	BIO 236	Cell Biology Lab	1
BIO 213	Anatomy and Physiology I		3	BIO 214	Anatomy and Physiology II	3
BIO 214	Anatomy and Physiology I Lab		1	BIO 215	Anatomy and Physiology II Lab	1
BHS 201	Medical Terminology		3		Elective	3
					Directed Elective in Social Science	3
	<b>Total</b>		<b>17</b>		<b>Total</b>	<b>17</b>

Year 3						
Fall Semester			Credits	Spring Semester		Credits
CLS 320	Clinical Microbiology I		4	CLS 335	Immunohematology	4
CHE 311	Biochemistry I		3	CLS 345	Clinical Chemistry	4
CHE 312	Biochemistry I Lab		1	CLS 322	Clinical Microbiology II	4
CLS 333	Clinical Immunology		4	ETH 310	Bioethics	3
CLS 300	Clinical Hematology		4	CLS 306	Urinalysis and Body Fluids	2
	<b>Total</b>		<b>16</b>		<b>Total</b>	<b>17</b>

Year 4						
Fall Semester			Credits	Spring Semester		Credits
CLS 401	Clinical Practicum I		9	CLS 402	Clinical Practicum II	9
BHS 650	Molecular Genomics		3	CLS 410	Clinical Correlations	3
BHS 652	Molecular Genomics Lab		1			
CLS 400	Laboratory Management and Ed.		3			
	<b>Total</b>		<b>16</b>		<b>Total</b>	<b>12</b>

## **BS IN BIOMEDICAL TECHNOLOGY/MS CYTOTECHNOLOGY AND MOLECULAR CYTOLOGY:**

Upon completion of the third year of core courses, students may elect to enter the BS Biomedical technology/MS Cytotechnology and Molecular Cytology program. They continue with training in microscopic examinations of human cell samples in order to identify inflammatory or cancerous changes in cell morphology. The Cytotechnology and Molecular Cytology program is the largest in the country and the only academic-based program in New York State. Graduates are eligible for accreditation nationally and for licensure in the state of New York State. For course information, see the MS in Cytotechnology and Molecular Cytology program.

## **BS IN BIOMEDICAL TECHNOLOGY/MS CLINICAL LABORATORY SCIENCES:**

Students electing to pursue the combined BS in Biomedical Technology and the MS in Clinical Laboratory Sciences will complete the first two years of the Biomedical Technology program and use the third year of the curriculum to complete the requirements for admission into the MS program and to take additional coursework in upper level sciences, public health or other health related courses that support entrance into the MS program. For course information, see the MS in Clinical Laboratory Sciences Program.

## **ADMISSION INTO THE BS IN CLINICAL LABORATORY SCIENCES AND BIOMEDICAL TECHNOLOGY**

### **STUDENTS ENTERING AS FRESHMAN AND AS UPPER YEAR TRANSFERS**

Entry to the program from students outside of the College is handled through the Undergraduate Admissions Office. Incoming students are able to apply college and AP credit to select courses. Current transfer policies are available from the Admissions Office. Once a student has matriculated into the program and started classes, all required coursework must be completed at ACPHS. For more detail see the Undergraduate Admissions section of the catalog.

### **STUDENTS ENTERING AS INTERNAL TRANSFERS FROM ANOTHER ACPHS PROGRAM**

A student currently enrolled at ACPHS is entitled to apply for transfer from one academic program to another contingent upon review by the Program Director of the desired program. An application form is available from the Program Director, the Registrar's office, or on the Registrar's website located on Blackboard. The Program Director will review applications and the decision to grant the transfer request will be based upon the feasibility of the student to enroll in courses required for the program requested. The review will consider the 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 that the granting of the transfer request may require additional time to satisfy all new program requirements.

## **ACADEMIC STANDARDS FOR BS IN CLINICAL LABORATORY SCIENCES AND BIOMEDICAL TECHNOLOGY**

Students enrolled in the Bachelor of Science in Biomedical Technology program must meet the following academic standards:

### **COURSE REMEDIATION**

- Any grade of F must be remediated by pre-pharmacy students.
- Students will not be allowed to remediate a required course during the academic year (fall or spring semester) at another institution if the same course is available to them at ACPHS. If the required course is not available at ACPHS, students may be allowed to remediate the required course at another accredited institution if the course is pre-approved by the course professor or course coordinator (see Registrar's page on the Intranet for approval form). Students must earn a grade of C or better in courses repeated at other institutions.
- Independent study cannot be used for remedial purposes.
- Upon course remediation of a required or elective course, a record of both courses will remain on the official transcript. If completed at ACPHS, the higher of the two course grades will be used in the calculation of the GPA. If completed elsewhere, neither the original nor the remediated course grade will be used in GPA calculations.
- In almost all cases, remediated coursework required for entry into P1 must be completed by May 31 preceding P1 entry. In select cases, per the express invitation/permission of the Pharmacy Admissions and Academic Standards Committee (PAASC), a student may be granted an allowance to remediate a specific course/s over the summer preceding P1, and is granted a conditional acceptance into P1 pending the outcome of the summer remediation.

### **ACADEMIC PROBATION**

A student will be placed on probation if any of the following conditions exist:

- A semester or cumulative GPA below 2.0
- Two or more grades below C-
- A single grade of F

A student on academic probation must improve performance and meet the conditions of probation recommended by the Academic Standards Committee and administered by the Associate Dean of Student Academic Support 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 during the remediation of his/her deficiency as a full time student.

## **ACADEMIC DISMISSAL**

A student may be dismissed from the College if one of the following conditions exists:

- Two instances of probation (whether consecutive or non-consecutive)
- A semester GPA below 1.6

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 APPEALS**

Students are permitted to appeal decisions made by the Academic Standards Committee. Appeal requests must be submitted in writing to the Associate Dean of Student Academic Support. The letter should contain a statement referencing the original decision by the Academic Standards 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 ACPHS 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 by the Academic Standinig Appeals Committee.

## **PROGRESSION REQUIREMENT FOR CLINICAL LABORATORY SCIENCES (CLS)**

Students in the CLS program must attain and maintain the college standard of semester and cumulative GPA of 2.0 in the first two years of the curriculum. In year three (the first professional year), students must maintain a semester and cumulative professional GPA of 2.8 in order to begin clinical practicum rotations. Courses with a grade below C- must be remediated. A student who fails to meet these requirements will be placed on academic probation.

***Also, see the Academic Regulations section for additional College-wide Academic Standards.***

## PRE-PHARMACY AND EARLY ASSURANCE

Albany College of Pharmacy and Health Sciences offers a 6 year curriculum (2-year pre-pharmacy and 4-year professional) leading to a Doctor of Pharmacy (PharmD) degree and eligibility for licensure within the profession. Students may enter the pre-pharmacy program through two methods based on the applicant's strength of their application:

- early assurance (guaranteed admission into the first professional year (P1) provided all progression requirements met); or
- general pre-pharmacy (enroll in bachelor's program in Health & Human Sciences; must apply for admission into P1 through PharmCAS).

External students may transfer into the pre-pharmacy program under the early assurance or general pre-pharmacy studies routes of entry if seats are available. Students may opt to complete the four professional years on the Albany or Vermont campus.

### PRE-PHARMACY/EARLY ASSURANCE REQUIRED COURSES

#### NATURAL SCIENCES: 39 REQUIRED CREDITS

CHE 111 and 121: General Chemistry I and II (4, 4)

CHE 211 and 221: Organic Chemistry I and II (4, 4)

PHY 212 and 222: College Physics I and II (4, 4)

BIO 111 and BIO 121: General Biology I and II (4, 4)

BIO 210: Microbiology (4)

3 credits of Bioselectives chosen from BIO 235: Cell Biology (3), BIO 213: Anatomy and Physiology I (3), BIO 215: Anatomy and Physiology II (3), BIO 225: Genetics (3), BIO 375: Bacterial Pathogenesis (3), CLS 305: Clinical Hematology (3), BHS 225: Functional Anatomy (4), BHS 500/510: Applied Neuroscience I and lab (3, 1), BHS 520: Applied Neuroscience II (3). Other courses may be counted as a bioselective with the permission of the Chair of the Department of Basic and Social Sciences.

#### HUMANITIES, SOCIAL SCIENCE AND COMMUNICATION: 15 REQUIRED CREDITS<sup>1</sup>

HUM 101, 102 and 201: The Pre-Modern World (3), The Modern World (3), The Contemporary World (3)

PSY 101: Psychology (3)

COM 115: Principles of Communication (3)

#### MATHEMATICS: 7 CREDITS

MAT 111: Calculus (4)<sup>2</sup>

MAT 145: Elementary Statistics (3)

#### ELECTIVES: 9 CREDITS<sup>3</sup>

9 credits of electives

#### TOTAL CREDITS: 70 CREDITS

<sup>1</sup>All incoming students are assessed for their writing ability. The assessment is designed to direct students to the courses for which they are best prepared in the first year of the curriculum.

<sup>2</sup>Calculus I and II may be substituted for Calculus with 4 credits counting toward elective hours.

<sup>3</sup>Students completing the PharmD program must have a total of 9 elective liberal arts credits.

## PRE-PHARMACY AND EARLY ASSURANCE SCHEDULE

Year 1							
Fall Semester			Credits	Spring Semester			Credits
BIO 111	General Biology I		4	BIO 121	General Biology II		4
CHE 111	General Chemistry I		4	CHE 121	General Chemistry II		4
MAT 111	Calculus		4	COM 115	Principles of Communication		3
HUM 101	The Pre-Modern World		3	HUM 102	The Modern World		3
PSY 101	Psychology		3		Elective		3
	<b>Total</b>		<b>18</b>		<b>Total</b>		<b>17</b>

Year 2							
Fall Semester			Credits	Spring Semester			Credits
CHE 211	Organic Chemistry I		4	CHE 221	Organic Chemistry II		4
PHY 212	College Physics I		4	PHY 222	College Physics II		4
HUM 201	The Contemporary World		3	MAT 145	Elementary Statistics		3
BIO 210	Microbiology		4		Elective		3
	Elective		3		Biology Selective		3
	<b>Total</b>		<b>18</b>		<b>Total</b>		<b>17</b>

\*Some students will take these courses in the alternate semesters

Students needing additional writing skill development take COM 101: Academic Reading and Writing and the following schedule of courses.

Year 1							
Fall Semester			Credits	Spring Semester			Credits
BIO 111	General Biology I		4	BIO 121	General Biology II		4
CHE 111	General Chemistry I		4	CHE 121	General Chemistry II		4
COM 101	Academic Reading and Writing		3	COM 115	Principles of Communication		3
HUM 101	The Pre-Modern World		3	HUM 102	The Modern World		3
PSY 101	Psychology		3	MAT 111	Calculus		4
	<b>Total</b>		<b>17</b>		<b>Total</b>		<b>18</b>

Year 2							
Fall Semester			Credits	Spring Semester			Credits
CHE 211	Organic Chemistry I		4	CHE 221	Organic Chemistry II		4
PHY 212	College Physics I		4	PHY 222	College Physics II		4
HUM 201	The Contemporary World		3	MAT 145	Elementary Statistics		3
BIO 210	Microbiology		4		Elective		3
	Elective		3		Biology Selective		3
	<b>Total</b>		<b>18</b>		<b>Total</b>		<b>17</b>

## **ACADEMIC STANDARDS FOR PRE-PHARMACY AND EARLY ASSURANCE**

Students enrolled in the Pre-Pharmacy Program as either general pre-pharmacy or early assurance students must adhere to the following academic standards:

### **GENERAL REQUIREMENTS**

- Upon matriculation, all required courses must be taken at ACPHS.

### **TRANSFER CREDITS**

- Incoming Pre-pharmacy students are able to apply college and AP credit to select pre-pharmacy courses. Current transfer policies are available in the Admissions Office.
- Decisions regarding the transfer of AP and College credit become final

### **SUMMER SESSIONS**

Pre-pharmacy students are allowed to take courses during the summer as long as doing so meets the General Academic Requirements and Course Remediation policies.

- For a student enrolled in 9 or more credit hours at ACPHS during the summer semester, all academic regulations apply. For students enrolled in less than 9 credit hours, course 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

### **COURSE REMEDIATION**

- Any grade of F must be remediated by pre-pharmacy students.
- Students will not be allowed to remediate a required course during the academic year (fall or spring semester) at another institution if the same course is available to them at ACPHS. If the required course is not available at ACPHS, students may be allowed to remediate the required course at another accredited institution if the course is pre-approved by the course professor or course coordinator (see Registrar's page on the Intranet for approval form). Students must earn a grade of C or better in courses repeated at other institutions.
- Independent study cannot be used for remedial purposes.
- Upon course remediation of a required or elective course, a record of both courses will remain on the official transcript. If completed at ACPHS, the higher of the two course grades will be used in the calculation of the GPA. If completed elsewhere, neither the original nor the remediated course grade will be used in GPA calculations.

- In almost all cases, remediated coursework required for entry into P1 must be completed by May 31 preceding P1 entry. In select cases, per the express invitation/permission of the Pharmacy Admissions and Academic Standards Committee (PAASC), a student may be granted an allowance to remediate a specific course/s over the summer preceding P1, and is granted a conditional acceptance into P1 pending the outcome of the summer remediation.

## **ACADEMIC PROBATION**

The academic progress of each student is reviewed at the end of each semester in order to identify students who are maintaining successful academic performance, to identify those in academic difficulty, and to offer assistance to such students. Students who do not meet the college-wide academic requirements will be placed on college probation. The expectation is that a student will improve academically, meet the cumulative GPA and individual course requirements, and will be removed from probation. A pre-pharmacy student will be placed on program probation if any of the following conditions exist:

- A semester or cumulative GPA below 2.0
- Two or more required course grades below C-
- A single grade of F

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 DISMISSAL**

A pre-pharmacy student may be dismissed from the College if any of the following conditions exist:

- Two instances of probation (whether consecutive or nonconsecutive)
- A semester GPA below 1.6

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 APPEALS**

Academic probation and dismissal decisions are made by the Academic Standards Committee. Students are permitted to appeal these decisions. Appeal requests must be submitted in writing to the Associate Dean of Student Academic Support. The letter should contain a statement referencing the original decision 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 ACPHS 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 by the Academic Standing Appeals Committee.

## **INTERNAL CONVERSION FROM GENERAL PRE-PHARMACY TO EARLY ASSURANCE STATUS**

Students in the general pre-pharmacy program who attain an overall GPA of 3.0 at the end of the first semester of the second pre-pharmacy year will be reviewed by ACPHS Pharmacy Admissions and Academic Standards Committee and may be offered an Early Assurance classification. These students are eligible for P1 admission without further application provided all progression requirements are met (see the following section for details).

## **PROGRESSION REQUIREMENTS FOR ADMISSION IN THE PHARMD PROGRAM**

Progression into the first professional year of the PharmD program is handled by the Pharmacy Admissions and Academic Standards Committee. Progression requirements can be found with information for the School of Pharmacy and Pharmaceutical Sciences in the “Doctor of Pharmacy Program Admissions Requirements” section.

*See the Academic Regulations section for additional College-wide Academic Standards.*

# SCHOOL OF ARTS & SCIENCES GRADUATE DEGREE PROGRAMS

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## MASTER OF SCIENCE IN BIOTECHNOLOGY (MOLECULAR BIOSCIENCES)

***Note: The College has applied to the New York Department of Education to change the name of this program to MS in Molecular Biosciences***

The mission of the MS in Molecular Biosciences program is to train outstanding scientists in the basic mechanisms of human health and disease. The program is interdisciplinary, bringing together basic, applied, and clinical scientists from a number of departments to provide students with individualized, cutting-edge biomedical research training. Research areas encompass a broad range of disciplines including molecular genetics, cell biology, biochemistry, pathophysiology, microbiology, immunology, and infectious diseases. The program offers courses in core subjects, laboratory research techniques, ethical conduct of science, and a graduate seminar course. The primary requirement for the MS in Molecular Biosciences program is the completion of original research and the publication of a thesis describing that research. The program emphasizes the importance of high quality research and is designed to assist students in fulfilling their potential as research scientists.

The program offers a non-thesis track for those students holding a license in Clinical Laboratory Sciences, Cytotechnology or other licensed healthcare profession recognized by New York State Department of Education Office of the Professions.

Upon successful completion of the program, students will:

- Obtain broad knowledge through courses, laboratory, and the scientific literature in the field of molecular biosciences
- Demonstrate skills to conduct independent original research in a specialized area of molecular biosciences
- Demonstrate the ability to organize and effectively communicate oral and written scientific information
- Successfully compete for internship opportunities at companies
- Develop the skills to be competitive for jobs in academia and industry
- Develop the skills to be competitive for graduate or professional programs

The graduates from this program can have careers that involve research by government agencies, research centers, non-profit organizations, industry, colleges and universities. The program also prepares students for careers in biomedical technology, health science monitoring and diagnostics. It also can also serve as preparation for higher degrees in biochemistry, molecular biology, microbiology, and medicine.

## **MS IN BIOTECHNOLOGY (MS IN MOLECULAR BIOSCIENCES) REQUIRED COURSES**

### **CORE REQUIREMENTS: 13 CREDITS**

BHS 650G: Molecular Genetics and Genomics (3)  
BIO 630G: Advanced Cell Biology (3)  
MAT 610G: Statistical Inference and Modeling (3)  
PSC 671G: Ethics in Research (1)  
BIO 650G: Research Design/Thesis Proposal (2)  
BIO 660G: Journal Club (1)

### **RESEARCH: 8 CREDITS**

BIO 670G: Research Rotation (2)  
BHS 701G, 702G: Thesis (6)

Those holding a license in Clinical Laboratory Sciences, Cytotechnology or other licensed healthcare profession recognized by New York State Department of Education Office of the Professions may substitute 2 credits of research rotation with an elective course work and 6 credit hours of a capstone experience for 6 credits of thesis.

### **ELECTIVE COURSES (TO BE APPROVED BY THESIS ADVISOR): 12 CREDITS**

Examples Include:

BHS 660G: Molecular Diagnostics (required of Diagnostics track students)  
CHE 650G: Bioanalytical Techniques  
BIO 620G: Advanced Topics in Microbiology  
BHS 610G, BHS620 G: Cellular Pathophysiology and Histology I and II.  
BHS 705G: Contemporary Issues in Infectious Disease  
BHS 630G: Advanced Good Laboratory Practices and Laboratory Management.  
BIO 640G: Toxicology  
PAD 693G: Epidemiology  
PSC 760G: Macromolecular Structure  
PSC 737G: Immune-Brain Communication  
PSC 736G: Immunopharmacology  
PSC 735G: Cell Signal Transduction  
BHS 665G: Biomarkers  
BHS 695G: Systemic and Molecular Toxicology  
PSC733G: Pharmacology and Molecular Genetics of Cancer

### **TOTAL CREDITS: 33 CREDITS**

## MS IN BIOTECHNOLOGY (MS IN MOLECULAR BIOSCIENCES) SAMPLE SCHEDULE

Year 1					
Fall		Credits	Spring		Credits
BHS 650G	Molecular Genetics and Genomics	3	BIO 630G	Advanced Cell Biology	3
			BIO 650G	Research Design/Thesis Proposal	2
MAT 610G	Statistical Inference and Model	3	PSC 671G	Ethics in Research	1
BIO660G	Journal Club	1	BHS 660G	Molecular Diagnostics* or Elective	3 or 4
BIO 670G	Research Rotation	2			
	Elective	3			
	<b>Total</b>	<b>12</b>		<b>Total</b>	<b>9 or 10</b>

Year 2					
Fall		Credits	Spring		Credits
	Elective	3		Elective	3
BHS 701G	Capstone* or Thesis Research	3	BHS 702G	Capstone* or Thesis Research	3
	<b>Total</b>	<b>6</b>		<b>Total</b>	<b>6</b>

\*Diagnostics students

## ACADEMIC STANDARDS FOR MS IN BIOTECHNOLOGY (MS IN MOLECULAR BIOSCIENCES)

Students enrolled in the Master of Science (MS) in Biotechnology must adhere to the academic standards for all graduate programs at ACPHS.

*See the academic standards for graduate programs in the School of Graduate Studies section of the catalog.*

# MASTER OF SCIENCE IN CLINICAL LABORATORY SCIENCES (MSCLS)

This program prepares students to enter the highly skilled laboratory profession focused on the analysis of patient specimens to diagnosis and monitor disease process and to contribute to overall wellness. Graduates are trained as generalists and are qualified by national certification and New York State licensure to work in several areas of a clinical laboratory, including hematology, microbiology, immunohematology, chemistry, immunology and molecular diagnostics. Clinical laboratory technologists work closely with clinical pathologists, physicians and other care providers to provide accurate and timely information to assist in the treatment of patients for the best possible outcome. Graduates are also prepared for careers in forensic, quality control, and research laboratory settings.

## MS IN CLINICAL LABORATORY SCIENCES REQUIRED COURSES

### CLINICAL LABORATORY SCIENCES CORE: 48 REQUIRED CREDITS

CLS 550G and CLS 560G: Clinical Microbiology I and II (4, 4)

CLS 520G: Clinical Hematology and Hemostasis (4)

CLS 530G: Clinical Immunology (4)

CLS 535G: Immunohematology (4)

CLS 540G: Clinical Chemistry (4)

CLS 525G: Urinalysis and Body Fluids (2)

CLS 545G: Clinical Instrumental Analysis (2)

CLS 650G and CLS 670G: Clinical Practicum I and II (9, 9)

CLS 690G: Clinical Correlations (2)

### BIOMEDICAL SCIENCES CORE: 13 REQUIRED CREDITS

BHS 630G: Advanced Good Laboratory Practices and Laboratory Management (3)

BHS 650G: Molecular Genetics and Genomics (3)

BHS 651G: Molecular Genetics and Genomics Laboratory (1)

BHS 660G: Molecular Diagnostics (3)

BHS 600G: Capstone Project in Health Sciences (3)

### ETHICS AND RESEARCH METHODS: 3 REQUIRED CREDITS

PSC 672G: Experimental Design and Data Analysis (2)

PSC 671G: Ethics in Research (1)

### TOTAL CREDITS: 64 CREDITS

## MS IN CLINICAL LABORATORY SCIENCE SAMPLE SCHEDULE

Year 1					
Fall		Credits	Spring		Credits
CLS 550G	Clinical Microbiology I	4	CLS 535G	Immunochemistry	4
CLS 530G	Clinical Immunology	4	CLS 540G	Clinical Chemistry	4
CLS 520G	Clinical Hematology and Hemostasis	4	BHS 630G	Advanced Good Lab Practices and Lab Management	3
PSC 672G	Experimental Design and Data Analysis	2	CLS 560G	Clinical Microbiology II	4
CLS 545G	Clinical Instrumental Analysis	2	CLS 525G	Urinalysis and Body Fluids	2
	<b>Total</b>	<b>16</b>	PSC 671G	Ethics in Research	1
			<b>Total</b>	<b>18</b>	

Year 2					
Fall		Credits	Spring		Credits
CLS 670G	Clinical Practicum I	9	CLS 650G	Clinical Practicum II	9
CLS 690G	Clinical Correlations	2	BHS 600G	Capstone Project	3
BHS 650G	Molecular Genetics and Genomics	3	BHS 660G	Molecular Diagnostics	3
BHS 651G	Molecular Genetics and Genomics Laboratory	1			
	<b>Total</b>	<b>15</b>		<b>Total</b>	<b>15</b>

# MASTER OF SCIENCE IN CYTOTECHNOLOGY AND MOLECULAR CYTOLOGY (MSCM)

The Master of Science in Cytotechnology and Molecular Cytology program provides students with scientific understanding and clinical expertise in the morphologic and molecular-based evaluation of tissue for the diagnosis of disease. Completion of program qualifies students to sit for the Board of Registry Examination administered by the American Society of Clinical Pathology (ASCP) and to gain licensure by the New York State Department of Education Office of Professions.

## MS IN CYTOTECHNOLOGY AND MOLECULAR CYTOLOGY REQUIRED COURSES

### **CYTOTECHNOLOGY CORE: 25 REQUIRED CREDITS**

CYT 510G: Cytopathology of Female Genital Tract (4)

CYT 520G and 530G: Exfoliative Non-Gynecologic Cytopathology I and II (2, 2)

CYT 540G and CYT 550G: Cytopreparatory Techniques I and II (1, 1)

CYT 560G and 570G: Fine Needle Aspiration Cytology I and II (3, 3)

CYT 590G and 600G: Clinical Practicum I and II (3, 6)

### **BIOMEDICAL SCIENCES CORE: 29 REQUIRED CREDITS**

BHS 600G: Capstone Project (3)

BHS 610G and 620G: Cellular Pathophysiology and Histology I and II (3, 3)

BHS 650G: Molecular Genetics and Genomics (3)

BHS 651G: Molecular Genetics and Genomics Laboratory (1)

BHS 680G: Research Methods and Thesis Proposal (2)

BHS 630G: Advanced Good Laboratory Practices and Laboratory Management (3)

BHS 670G: Flow Cytometry (3)

BHS 675G: In Situ Hybridization (2)

BHS 660G: Molecular Diagnostics (3)

BHS 690G: Advanced Topics in Biomedical Technology (3)

### **ETHICS AND RESEARCH METHODS (3)**

PSC 672G: Experimental Design and Data Analysis (2)

PSC 671G: Ethics in Research (1)

**TOTAL CREDITS: 57 CREDITS**

## MS IN CYTOTECHNOLOGY AND MOLECULAR CYTOLOGY SAMPLE SCHEDULE

<b>Year 1</b>							
<b>Fall Semester</b>			<b>Credits</b>	<b>Spring Semester</b>			<b>Credits</b>
CYT 510G	Cytopathology of Female Genital Tract		4	CYT 530G	Exfoliative Non-Gynecologic Cytopathology II		2
CYT 520G	Exfoliative Non-Gynecologic Cytopathology I		2	CYT 550G	Cytopreparatory Techniques II		1
BHS 610G	Cellular Pathophysiology and Histology I		3	CYT 560G	Fine Needle Aspiration Cytology I		3
BHS 650G	Molecular Genetics and Genomics		3	BHS 620G	Cellular Pathophysiology and Histology II		3
BHS 651G	Molecular Genetics and Genomics Laboratory		1	BHS 630G	Advanced Good Laboratory Practices and Laboratory Management		3
PSC 672G	Experimental Design and Data Analysis		2	BHS 660G	Molecular Diagnostics		3
CYT 540G	Cytopreparatory Techniques I		1	PSC 671G	Ethics in Research		1
				BHS 680G	Research Methods and Thesis Proposal		2
	<b>Total</b>		<b>16</b>		<b>Total</b>		<b>18</b>

<b>Summer</b>							
<b>First Session</b>			<b>Credits</b>	<b>Second Session</b>			<b>Credits</b>
CYT 570G	Fine Needle Aspiration Cytology II		3	CYT 590G	Clinical Practicum I		3
BHS 670G	Flow Cytometry		3	BHS 690G	Advanced Topics in Biotechnology		3
BHS 675G	In Situ Hybridization		2				
	<b>Total</b>		<b>8</b>		<b>Total</b>		<b>6</b>

<b>Year 2</b>		
<b>Fall Semester</b>		<b>Credits</b>
CYT 600G	Clinical Practicum II	6
BHS 600G	Capstone Project	3
	<b>Total</b>	<b>9</b>

# DUAL BACHELOR OF SCIENCE AND MASTER OF SCIENCE IN BIOTECHNOLOGY-CYTOTECHNOLOGY (BMBC)

The five-year BS Biomedical Technology/MS Cytotechnology and Molecular Cytology Program combines the undergraduate preparation in basic and biomedical sciences with the clinical expertise in cell- and molecular-based disease diagnosis gained in the post-graduate years. Graduates are prepared for entry-level careers in the diagnostic laboratories, in biomedical research or to pursue additional graduate or professional studies. Completion of program qualifies students to sit for the Board of Registry Examination administered by the American Society of Clinical Pathology (ASCP) and to gain licensure by the Office of Professions of the New York State Department of Education.

## DUAL BS AND MS IN BIOMEDICAL TECHNOLOGY-CYTOTECHNOLOGY & MOLECULAR CYTOLOGY REQUIRED COURSES

### BS REQUIRED COURSES

#### HUMANITIES, CULTURE AND HEALTH: 12 REQUIRED CREDITS

HUM 101, 102 and 201: The Pre-Modern World, The Modern World, The Contemporary World (3, 3, 3)  
ETH 310: Bioethics (3)

#### BASIC SCIENCES: 41 REQUIRED CREDITS

BIO 101 and 102: General Biology (4, 4)  
BIO 213, 214, 215 and 216: Anatomy and Physiology I and II and Labs (3, 1, 3, 1)  
BIO 235: Cell Biology (3)  
BIO 236: Cell Biology Laboratory (1)  
CHE 101 and 102: General Chemistry (4, 4)  
CHE 245: Survey of Organic Chemistry (4)  
CHE 311: Biochemistry I (3)  
CHS 312: Biochemistry I Lab (1)  
MAT 115: Introduction to Lab Data (2)  
MAT 145: Elementary Statistics (3)

#### BIOMEDICAL SCIENCES: 6 REQUIRED CREDITS

BHS 205: Clinical Instrumentation Analysis (3)  
BHS 201: Medical Terminology (3)

#### CLINICAL SCIENCES: 26 REQUIRED CREDITS

CLS 320: Clinical Microbiology I (4)  
CLS 322: Clinical Microbiology II (4)  
CLS 300: Clinical Hematology (4)  
CLS 306: Urinalysis and Body Fluids (2)  
CLS 333: Clinical Immunology (4)  
CLS 335: Immunohematology (4)  
CLS 345: Clinical Chemistry (4)

*Continued on following page.*

**COMMUNICATIONS: 6 REQUIRED CREDITS<sup>1</sup>**

COM 115: Principles of Communication (3)

BHS 230: Sophomore Seminar in Biomedical Technology (3)

**ELECTIVES: 9 REQUIRED CREDITS**

9 credits for a free elective (9)

**BS TOTAL CREDITS: 100 CREDITS**

<sup>1</sup>All incoming students are assessed for their writing ability. The assessment is designed to direct students to the courses for which they are best prepared in the first year of the curriculum.

**MS REQUIRED COURSES****CYTOTECHNOLOGY CORE: 25 REQUIRED CREDITS**

CYT 510G: Cytopathology of Female Genital Tract (4)

CYT 520G and 530G: Exfoliative Non-Gynecologic Cytopathology I and II (2, 2)

CYT 540G and CYT 550G: Cytopreparatory Techniques I and II (1, 1)

CYT 560G and 570G: Fine Needle Aspiration Cytology I and II (3, 3)

CYT 590G and 600G: Clinical Practicum I and II (3, 6)

**BIOMEDICAL SCIENCES CORE: 30 REQUIRED CREDITS**

BHS 600G: Capstone Project (3)

BHS 610G and 620G: Cellular Pathophysiology and Histology I and II (3, 3)

BHS 650G: Molecular Genetics and Genomics (3)

BHS 651G: Molecular Genetics and Genomics Lab (1)

BHS 680G: Research Methods and Thesis Proposal (2)

BHS 630G: Advanced Good Laboratory Practices and Laboratory Management (3)

BHS 670G: Flow Cytometry (3)

BHS 675G: In Situ Hybridization (2)

BHS 660G: Molecular Diagnostics (3)

BHS 690G: Advanced Topics in Biomedical Technology (3)

BHS 830G: Grand Rounds in Pathology (1)

**ETHICS AND RESEARCH METHODS (3)**

PSC 672G: Experimental Design and Data Analysis (2)

PSC 671G: Ethics in Research (1)

**MS TOTAL CREDITS: 58 CREDITS****BS/MS TOTAL CREDITS: 158 CREDITS**

## DUAL BS AND MS IN BIOTECHNOLOGY-CYTOTECHNOLOGY SAMPLE SCHEDULE

Year 1						
Fall Semester			Credits	Spring Semester		Credits
BIO 101	General Biology I		4	BIO 102	General Biology II	4
CHE 101	General Chemistry I		4	CHE 102	General Chemistry II	4
MAT 115	Introduction to Lab Data		2	MAT 145	Elementary Statistics	3
HUM 101	Pre-Modern World		3	HUM 102	Modern World	3
	Elective		3	COM 115	Principles of Communication	3
	<b>Total</b>		<b>16</b>		<b>Total</b>	<b>17</b>

Year 2						
Fall Semester			Credits	Spring Semester		Credits
CHE 245	Survey of Organic Chemistry		4	BHS 230	Sophomore Seminar in Biomedical Technology	3
HUM 201	Contemporary World		3	BIO 235	Cell Biology	3
BHS 205	Clinical Instrumentation Analysis		3	BIO 236	Cell Biology Lab	1
BIO 213	Anatomy and Physiology I		3	BIO 215	Anatomy and Physiology II	3
BIO 214	Anatomy and Physiology I Lab		1	BIO 216	Anatomy and Physiology II Lab	1
BHS 201	Medical Terminology		3		Elective	3
					Elective	3
	<b>Total</b>		<b>17</b>		<b>Total</b>	<b>17</b>

Year 3						
Fall Semester			Credits	Spring Semester		Credits
CLS 320	Clinical Microbiology I		4	CLS 335	Immunohematology	4
CHE 311	Biochemistry I		3	CLS 345	Clinical Chemistry	4
CHE 312	Biochemistry I Lab		1	CLS 322	Clinical Microbiology II	4
CLS 333	Clinical Immunology		4	ETH 310	Bioethics	3
CLS 300	Clinical Hematology		4	CLS 306	Urinalysis and Body Fluids	2
	<b>Total</b>		<b>16</b>		<b>Total</b>	<b>17</b>

<b>Graduate Year 1</b>						
<b>Fall Semester</b>			<b>Credits</b>	<b>Spring Semester</b>		<b>Credits</b>
CYT 510G	Cytopathology of Female Genital Tract		4	CYT 530G	Exfoliative Non-Gynecologic Cytopathology II	2
CYT 520G	Exfoliative Non-Gynecologic Cytopathology I		2	CYT 550G	Cytopreparatory Techniques II	1
BHS 610G	Cellular Pathophysiology and Histology I		3	CYT 560G	Fine Needle Aspiration Cytology I	3
PSC 672G	Experimental Design and Data Analysis		2	BHS 620G	Cellular Pathophysiology and Histology II	3
BHS 650G	Molecular Genetics and Genomics		4	BHS 630	Advanced Good Laboratory Practices and Laboratory Management	3
PSC671G	Ethics in Research		1	BHS 660G	Molecular Diagnostics	3
CYT 540G	Cytopreparatory Techniques I		1	BHS 830G	Ground Rounds in Pathology	1
				BHS 680G	Research Methods and Thesis Proposal	2
					<b>Total</b>	<b>18</b>
			<b>17</b>			

<b>Summer</b>						
<b>First Session</b>			<b>Credits</b>	<b>Second Session</b>		<b>Credits</b>
CYT 570G	Fine Needle Aspiration Cytology II		3	CYT 590G	Clinical Practicum I	3
BHS 670G	Flow Cytometry		3	BHS 690G	Advanced Topics in Biotechnology	3
BHS 675G	In Situ Hybridization		2			
			<b>8</b>		<b>Total</b>	<b>6</b>

<b>Graduate Year 2</b>		
<b>Fall Semester</b>		<b>Credits</b>
CYT 600G	Clinical Practicum II	6
BHS 600G	Capstone Project	3
	<b>Total</b>	<b>9</b>

## **ACADEMIC STANDARDS FOR SCHOOL OF ARTS & SCIENCES GRADUATE PROGRAMS**

Students enrolled in the Master of Science (MS) in Biotechnology, Clinical Laboratory Sciences or the MS in Cytotechnology and Molecular Cytology must adhere to the academic standards for all graduate programs at ACPHS.

*Please see the academic standards for graduate programs in the School of Graduate Studies section of the catalog.*

# SCHOOL OF ARTS & SCIENCES FACULTY

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**DEAN – DAVID W. CLARKE, PH.D., ASSOCIATE PROFESSOR**

## **DEPARTMENT OF BASIC AND SOCIAL SCIENCES**

**Chair – David W. Clarke, Ph.D., Associate Professor**

Sean Ali, Ph.D., Instructor, Physics

Sara Almansberger, M.S., Instructor, Chemistry

Charles Bergeron, Assistant Professor, Mathematics

Allison Burton-Chase, Ph.D., Assistant Professor, Health Psychology

Paul Calarco, Ph.D., Part-Time Instructor, Sociology

Anne Cioffi, R.D., M.S., C.D.N., Part-Time Instructor, Nutrition/Health

David W. Clarke, Ph.D., Associate Professor, Chemistry

Patricia DeAngelis, J.D., Part-Time Instructor, Criminal Justice

Jim Doyle, Ph.D., Instructor, Biology

Trent Gemmill, Ph.D., Instructor, Organic Chemistry

Martha A. Hass, Ph.D., Associate Professor, Organic Chemistry

Ellen Kennett, B.S., R.Ph., Instructor, Biology

Yuri Kholodenko, Ph.D., Associate Professor, Physics

Janet Krahn, M.S., Instructor, Chemistry

Arcadius Krivoshein, Ph.D., Assistant Professor, Biochemistry

Daniele Leonard, Ph.D., Instructor, Chemistry

Linda Lettko, Ph.D., Instructor, Chemistry

Susan Ludeman, Ph.D., Associate Professor, Organic Chemistry

Meenakshi Malik, D.V.M., Ph.D., Assistant Professor, Microbiology

Sara Martin, M.S., Part-Time Instructor, Criminal Justice

Amy Masi, M.S., Instructor, Microbiology

Dudley Moon, Ph.D., Professor, Biology

Lisa Morkowchuk, B.S., Part-Time Instructor, Mathematics

James O'Brien, M.S., Instructor, Physics

Wendy Parker, Ph.D., Assistant Professor, Sociology, Director of BS in Health and Human Sciences Program

Stephanie Pitzer, B.S., Part-Time Instructor, Biology

Michael Racz, Ph.D., Assistant Professor, Statistics

Eric Yager, Ph.D., Assistant Professor, Microbiology

# SCHOOL OF ARTS & SCIENCES FACULTY

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## DEPARTMENT OF HUMANITIES AND COMMUNICATION CHAIR – MICHAEL PITTMAN, PH.D., ASSOCIATE PROFESSOR

James Anderson, M.Div., Assistant Professor, Humanities/Philosophy

Patricia Baia, Ph.D., Assistant Professor, Curriculum and Instruction

Kenneth Blume, Ph.D., Professor, Humanities/History

Margaret Lasch Carroll, Ph.D., Associate Professor, Humanities/Literature

Ray Chandrasekara, Ph.D., Associate Professor, Humanities/South and Southeast Asian Studies

Fred Childs, Ph.D., Part-Time Associate Professor, Humanities/Philosophy

Barry DeCoster, Ph.D., Assistant Professor, Bioethics

Paul Denvir, Ph.D., Assistant Professor, Communication

Daniel d’Oney, Ph.D., Associate Professor, Humanities/Native American History and Culture

Daniel Gremmler, M.A., Part-Time Instructor, Communication

Kevin Hickey, Ph.D., Associate Professor, Humanities/English and Africana Studies

Rose Hitt, Ph.D., Assistant Professor, Health Communication

Lynne Howell, M.S., Part-Time Instructor, American Sign Language

Satomi LaFave, M.S., Part-Time Instructor, Japanese

Lisa Overholser, Ph.D., Part-Time Instructor, Music

Michael Pittman, Ph.D., Associate Professor, Humanities/Religion and Literature

Laura Rogers, D.A., Assistant Professor, Writing and Communication, Director of the Writing Center

Lisa Stanziano, M.S. Ed., Part-Time Instructor, Spanish

Elizabeth Vines, Ph.D., Associate Professor, Humanities/Art

# SCHOOL OF ARTS & SCIENCES FACULTY

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## DEPARTMENT OF HEALTH SCIENCES

### CHAIR — M. ELYSE WHEELER, PH.D., M.S., MT(ASCP), ASSOCIATE PROFESSOR

Indra Balachandran, Ph.D., SCT, CFIAC, Associate Professor and Director, Cytotechnology Program

Jenna Benson, M.S. CT(ASCP), Instructor & Education Coordinator, Cytotechnology

Dalia Fawzy Labib Eldeiry, M.D., ABAP, Medical Director, Cytotechnology Program

Lawrence Lansing, M.D., ABIM, ABAP, ABDP, Assistant Professor, Clinical Pathology

Stephanie Otto, BSMT, MA, Instructor, Clinical Lab Sciences

Amanda Phillips, MLS(ASCP)<sup>CM</sup>, Instructor & Education Coordinator, Clinical Laboratory Science Program

Binshan Shi, Ph.D., CLT, Assistant Professor, Molecular Diagnostics

Markus Stein, Ph.D., Assistant Professor, Clinical Microbiology

M. Elyse Wheeler, Ph.D., MS, MT(ASCP), Associate Professor and Director, Clinical Laboratory Science Program

# SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES

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## ACCREDITATION:

The Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE).

## UNDERGRADUATE DEGREE PROGRAMS:

1. **Doctor of Pharmacy (PharmD) program (HEGIS CODE 1211)**
  - Doctor of Pharmacy (Albany and Vermont Campuses)
2. **Bachelor of Science in Pharmaceutical Sciences (HEGIS CODE 1211)**
  - Pharmaceutics Concentration
  - Pharmacology Concentration

## GRADUATE DEGREE PROGRAMS:

1. **Master of Science in Health Outcomes Research (MSHR) (HEGIS CODE 1299)**
2. **Master of Science in Pharmaceutical Sciences (HEGIS CODE 1211) – Albany and Vermont Campuses**
3. **Dual Bachelor of Science and Master of Science in Pharmaceutical Sciences (HEGIS CODE 1211)**

# UNDERGRADUATE DEGREE PROGRAMS

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## DOCTOR OF PHARMACY

The Doctor of Pharmacy (PharmD) program at ACPHS provides an education that allows a student to connect scientific, professional and personal interests into a rewarding career. Part of what makes our Doctor of Pharmacy program special is the vast array of faculty, who “practice what they teach.” In addition to their classroom and research work, many of the faculty members in the program are active practitioners/clinicians who maintain a clinical practice, which means they are able to keep up with the latest developments in patient care and share that information with students. These faculty also teach and mentor students at their practice sites, so students can watch and learn from the experts.

Our didactic curriculum utilizes active learning pedagogy to allow students to achieve mastery of concepts related to the practice of pharmacy. Active learning is a big part of the didactic curriculum in the Doctor of Pharmacy program. Our Integrated Problem Solving Workshops are one example of this pedagogy that contributes to the learning environment by providing an opportunity to utilize and practice material from all classes each semester in an atmosphere that promotes discussion and peer group communication integrating coursework with real world problem solving scenarios. Students find these workshops to be a place where they can bring up questions they may not otherwise have asked in an environment that fosters mastery of the subject matter. The Pharmacy Skills Lab Sequence, like the IPS workshops, is present in each didactic semester of coursework throughout the curriculum. The Skills Lab Sequence accomplishes pharmacy skill building that encompasses areas of compounding to advanced counseling and communication techniques when speaking with patients, as well as other healthcare providers.

## CURRICULAR OUTCOMES FOR THE DOCTOR OF PHARMACY PROGRAM

### A. Values and Ethical Principles

1. The student will use relevant legal, ethical, cultural, social, economic, and professional information to solve problems and make decisions
2. The student will demonstrate sensitivity to and tolerance of cultural diversity in all interactions and settings
3. The student will be socially responsible by participating in community outreach and volunteering
4. The student will demonstrate compassion, integrity, respect, accountability and dependability in all interactions and setting with patients, supervisors, colleagues and other professionals

### B. Professionalism

1. The student will demonstrate leadership skills, professional attitudes, behaviors, and values commensurate with public expectations of professionalism for student pharmacists
2. The student will be committed to the advancement of the profession through participation in and support of professional organizations, activities and events, and will be a good steward of the profession to the public

### C. Knowledge, Skills and Thinking Abilities

1. The student will demonstrate an interdisciplinary understanding of the biochemical, biological, physiological, pharmaceutical, pharmacokinetic, and pharmacological processes important in health and disease.
2. The students will be able to search, analyze, and interpret professional and scientific literature to obtain additional information on relevant health and disease processes.
3. The student will use critical thinking, problem solving, and quantitative reasoning for integration of the acquired knowledge into a theoretical basis for individualized disease management.

4. The student will learn practical skills in preparation, compounding, dispensing and monitoring of medications.

#### **D. Patient Centered Care**

1. The student will provide patient centered care to all patients, including special patient populations, based on relevant clinical evidence, to optimize the patient's health outcomes
2. The student will collaborate within the profession with other pharmacists, as well as with patients, prescribers, and other members of an inter-professional health care team to optimize drug therapy outcomes and make sound therapeutic recommendations
3. The student will identify, interpret, and evaluate patient information to determine the presence of a disease, medical condition or medication related problem, assess the need for treatment and/or referral, and identify patient-specific factors that affect health, pharmacotherapy, and/or disease management
4. The student will design, implement, monitor, evaluate, and adjust pharmaceutical care plans that are patient-specific, evidence-based and take into account legal, ethical, social, and economic information to achieve optimal outcomes and promote patient awareness and responsibility for their health
5. The student will ensure the appropriate preparation, compounding, dispensing and monitoring of medication(s) prescribed as part of the patient's care plan, using pharmaceutical calculations, pharmacokinetic data, pharmacogenetics and in accordance with legal, ethical, social, economic, and professional guidelines
6. The student will integrate previous professional knowledge with lay, scientific and professional literature to provide drug information and counseling to patients, their families or care givers, and other members of the health care team.

#### **E. Public Health**

1. The student will promote health improvement, wellness, disease prevention and emergency preparedness
2. The student will work as part of an interprofessional team of health care providers to provide care to patients, communities and at-risk populations
3. The student will apply population-specific data, quality assurance strategies, informatics and research processes to identify and solve public health problems and develop public health policy

#### **F. Systems Managements**

1. The student will manage human, physical, medical, informational, and technological resources to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive pharmacy services; and to improve therapeutic outcomes of medication use
2. The student will work with patients, the healthcare team, and administrative and supportive personnel to engender a team approach to assure efficient, cost-effective use of resources in the provision of patient centered care
3. The student will manage medication use systems by applying patient- and population-specific data, quality assurance strategies, medication safety, error reduction and research processes to optimize patient outcomes

#### **G. Communication**

1. The student will use effective verbal and written communication skills to listen to, provide counseling and education, assess health literacy, and communicate with patients, caregivers, physicians, nurses, other health care providers, policy makers, members of the community and administrative and supportive personnel
2. The student will choose strategies and media that are appropriate to the purpose of the communicative interaction and to the ideas, values, health literacy, and background of the audience to provide patient care, medication counseling, or education on health-related topics

## **H. Continual Professional Development**

1. The student will be responsible for his or her personal and professional learning goals by determining areas of deficiency and/or interest, establishing learning goals, developing strategies to promote intellectual growth, engaging in appropriate learning activities and using reflection and other data to maintain the process of continual professional development
2. The student will develop and maintain professional competence by identifying and analyzing emerging issues, products and services

## DOCTOR OF PHARMACY: REQUIRED COURSES IN P1-P4

### **BIOLOGICAL SCIENCES: 17 REQUIRED CREDITS**

PSC 311 Biochemistry (3)  
PSC 312 Molecular Biology (3)  
PSC 315 Immunology (3)  
PSC 321; PSC 322 Physiology/Pathophysiology I and II (4,4)

### **PHARMACEUTICAL SCIENCES: 11 REQUIRED CREDITS**

PSC 341; PSC 342 Pharmaceutics I and II (3,3)  
PTP 401 Principles of Pharmacology and Medicinal Chemistry Module (2)  
PSC 441 Pharmacokinetics (3)

### **CLINICAL SCIENCES AND PHARMACY PRACTICE: 48 REQUIRED CREDITS**

PHM 318 Foundations of Pharmacy (1)  
IPS 301, 302, 401, 402, 501, 502 Integrated Problem-Solving Workshops I-VI (7 credits total)  
PHM 329 Self-care & Over-the-Counter Medicines (3)  
PTP 410, 425, 431, 440, 446, 514, 519, 525, 526, 528, 549 Pathophysiology, Therapeutics, Pharmacology, and Medicinal Chemistry modules (23 credits total)  
PSL 331, 332, 431, 432, 531, 532 Pharmacy Skills Labs I-VI (6 credits total)  
PHD 410 Drug Information and Biostatistics (2)  
PSC 451 Scientific Literature Evaluation (1)  
PAD 510 or PAD 511 Jurisprudence (3)  
PHD 541 Immunizations (1)  
PTP 526 Complementary and Alternative Medicine Module (1)  
PHM 911 Orientation to Advanced Pharmacy Practice Experiences (0)

### **ADMINISTRATIVE AND SOCIAL SCIENCES: 9 REQUIRED CREDITS**

PAD 451 US and Global Healthcare Systems (3)  
PAD 515 Pharmacoeconomics and Health Policy (3)  
PAD 521 Pharmacy Administration (3)

### **HUMANITIES, CULTURE HEALTH, AND ETHICS: 3 REQUIRED CREDITS**

ETH 510 Healthcare and Human Values (3)

### **EXPERIENTIAL EDUCATION: 44 CREDITS**

CLK 800 Community Pharmacy Introductory Pharmacy Practice Experience (3)  
CLK 928 Public Health Introductory Pharmacy Practice Experience (1)  
CLK 803 Patient Assessment Introductory Pharmacy Practice Experience (1)  
CLK 802 Institutional Pharmacy Introductory Pharmacy Practice Experience (3)  
CLK 811+ Advanced Pharmacy Practice Experiences (36 credits total)

### **FOR CLASS OF 2014-16:**

#### **Total of 24 Credits required to graduate**

- Minimum of 9 credits must be designated as Liberal Arts Elective Credit

### **FOR CLASS OF 2017 and beyond:**

#### **Total of 21 Credits required to graduate**

- Minimum of 9 credits must be designated as “professional” and taken during the PharmD program years (P1-P3)
- Minimum of 9 credits must be designated as Liberal Arts Elective Credit\*

\*Some professional electives may also satisfy the Liberal Arts Elective Credit designation.

## DOCTOR OF PHARMACY PROFESSIONAL CURRICULAR GRID

Professional Year 1 (P1)					
Fall Semester		Credits	Spring Semester		Credits
PSC 341	Pharmaceutics I	3	PSC 342	Pharmaceutics II	3
PSC 321	Physiology/Pathophysiology I	4	PSC 322	Physiology/Pathophysiology II	4
CHE 311 or PSC 311	Biochemistry	3	PSC 312	Molecular Biology	3
PSC 315	Immunology	3	PHM 329	Self Care/OTC	3
PHM 318	Foundations of Pharmacy	1	PSL 332	Pharmacy Skills Lab II	1
PSL 331	Pharmacy Skills Lab I	1	IPS 302	Integrated Problem Solving Workshop II	1
IPS 301	Integrated Problem Solving Workshop I	1		Elective	3
	<b>Total</b>	16		<b>Total</b>	18

IPPE Community (3 credits) and IPPE Public Health (1 credit) - Summer after P1 year					
Professional Year 2 (P2)					
Fall Semester		Credits	Spring Semester		Credits
PTP 401	Principles of Pharmacology and Medicinal Chemistry	2	PTP 425	PTP&M – Endocrine	2
PSC 441	Pharmacokinetics	3	PTP 431	PTP&M – GI/Nutrition	2
PTP 440	PTP&M – Cardiovascular	4	PTP 446	PTP&M – Infectious Disease	4
PTP 410	PTP&M – Respiratory Disease	1	PAD 451	US and Global Health Care Systems	3
PHD 410	Drug Information/Biostatistics	2			
IPS 401	Integrated Problem Solving Workshop III	1	IPS 402	Integrated Problem Solving Workshop IV	1
PSC 451	Scientific Literature Evaluation*	1	PSC 451	Scientific Literature Evaluation*	1
	Elective	3		Elective	3
PSL 431	Pharmacy Skills Lab III	1	PSL 432	Pharmacy Skills Lab IV	1
	<b>Total</b>	17-18		<b>Total</b>	16-17

\*Students take once in the fall or spring



## PROFESSIONAL ELECTIVES

Starting with the Class of 2017 and beyond, the total electives requirement needed to graduate will be 21 credits. Nine (9) of these credits must be designated as “professional” and taken in the P1-P3 years of the PharmD program.

The courses listed below satisfy the professional elective requirement for the Doctor of Pharmacy program.

### SCHOOL OF ARTS AND SCIENCES

#### DEPARTMENT OF BASIC AND SOCIAL SCIENCES:

Course #	Name	Semester (where known)
BIO 327	Plant Biochemistry and Natural Products	
BIO 375	Bacterial Pathogenesis	Spring
BIO 455	Toxicology	Spring
CHE 415	Medicinal Chemistry	Fall
MAT 411	Randomized Controlled Trial Methods (1cr)	Fall
PHY 316	Physics in Nuclear Pharmacy and Medicine	Spring
SOC 301	Research Methods for the Social Sciences	Spring
SOC 325	Medical Sociology	Fall
BIO 620G	Advanced Topics in Microbiology (2cr)	Fall

#### DEPARTMENT OF HUMANITIES AND COMMUNICATION:

Course #	Name	Semester (where known)
COM 305	Interviewing and Information Gathering	Fall
COM 310	Persuasion/Social Influence	Fall
COM 320	Patient-Provider Communication	
COM 339	Professional and Technical Writing	
EDU 301	Teaching and Learning in Higher Education	Spring
HIS 325	History of the Plagues	
HUM 386	Culture, Customs and Health of Belize	Fall

### School of Pharmacy and Pharmaceutical Sciences

#### DEPARTMENT OF PHARMACEUTICAL SCIENCES:

Course #	Name	Semester (where known)
PSC 335	Drugs of Abuse	Spring
PSC 446	Regulatory Science	Spring
PSC 641	Advanced Pharmaceutics I	Fall
PSC 642	Advanced Pharmaceutics II	Spring
PSC 651	Pharmaceutical Sciences Journal Club (1cr)	Fall/Spring
PSC 672	Experimental Design and Data Analysis (2cr)	Fall
PSC 733	Pharmacology and Molecular Genetics of Cancer	Fall
PSC 735	Cell Signal Transduction (2cr)	Fall
PSC 736	Immunopharmacology	Fall/Spring
PSC 737	Immune-Brain Communication	Fall
PSC 739	Introduction of Psychoneuroimmunology	
PSC 741	Pharmacokinetic Modeling	Fall

**DEPARTMENT OF PHARMACY PRACTICE:**

<b>Course #</b>	<b>Name</b>	<b>Semester (where known)</b>
ECN 301	Regulatory Economics	Fall
ECN 325	Econometrics	Fall
PAD 318	Organizational Management Theory	Spring
PAD 351	Intro to Sales/Marketing Pharmacy Industry	Spring
PAD 365	Excel Apps for Decision Making	Spring
PAD 372	Health Insurance: Impact for Pharmacists	Fall
PAD 391	Topics in Public Health	Spring
PAD 393	Introduction to Epidemiology	Spring
PAD 433	Profiles in Leadership (1cr)	Fall
PAD 505	Quality Improvement in Health Care: A Team Approach	Fall
PHD 451	Pharmacist-Assisted Tobacco Cessation (1cr)	Spring
PHM 373	Foundations of Diabetes Care	Spring
PHM 429	Advanced OTC	Fall
PHM 435	Nephrology Patient Care	Spring
PHM 436	Drug Interactions	Fall
PHM 441	Community Medication Management	Spring
PHM 525	Advanced Nephrology	Spring
PHM 535	Cancer Screening/Prevention	Fall
PHM 540	Pediatric Pharmacotherapy	Spring
PHM 546	Advanced Topics in Infectious Disease	Fall
PHM 551	Pain Management Pharmacotherapy	Spring
PHM 572	Family Medicine	Spring
PHM 576	Concepts in Community Oncology	Spring
PHM 590	Principles of Pharmacogenomics	Fall

## ACADEMIC STANDARDS FOR DOCTOR OF PHARMACY PROGRAM

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Students enrolled in the Doctor of Pharmacy Program at ACPHS must adhere to the following academic standards:  
*(Applies to P1 students in Fall of 2011–Class of 2015 and beyond)*

### PHARM D (P1 – P4): PROFESSIONAL GPA

The professional GPA is determined using grades earned in all professional courses. Professional courses are defined as all required courses in years P1-P4.

Beginning with P1 students in the AY 2013-14, grades for professional electives will be included into the professional GPA (for P1 students - class of 2017 and beyond).

A minimum cumulative professional GPA of 2.5 must be achieved to graduate at the end of P4 of the PharmD program. Failure to achieve this standard may result in College dismissal.

A graded approach to GPA throughout the professional years will be used, as follows:

1. Achieve cumulative professional GPA of 2.1 at the end of P1
2. Achieve cumulative professional GPA of 2.2 at the end of P2
3. Achieve cumulative professional GPA of 2.3 at the end of P3

Failure to achieve these graded standards will result in academic probation.

The table below lists the expected minimum cumulative professional GPA required to remain in Good Academic Standing within the pharmacy program, semester by semester:

End of Fall P1	2.0	End of Spring P1	2.1
End of Fall P2	2.1	End of Spring P2	2.2
End of Fall P3	2.2	End of Spring P3	2.3
End of Fall P4	2.3	To Graduate Spring P4	2.5

Students who do not meet these programmatic standards may be retained on probation; may be dismissed from the pharmacy program (SOPPs); or may be dismissed by the college (ACPHS).

## **PHARMD PROGRAM (P4): EXPERIENTIAL EDUCATION REQUIREMENTS**

All curricular requirements must be completed successfully before students may enter the Advanced Pharmacy Practice Experiences (APPEs).

This clarification pertains to experiential consequences if students fall below Good Academic Standing (GAS) in the pharmacy program, and are retained on probation.

For the IPPE 1 rotations: Students who complete P1 and do not meet the GPA standard (cumulative professional GPA of 2.1) necessary for GAS and who are retained on probation are not allowed to progress into their community and public health IPPEs. Instead, students will use the summer and ensuing months to remediate deficiencies to attain good academic standing (GPA 2.1 by end of fall P2) in the School of Pharmacy. Once good academic standing is achieved, students are eligible to complete their community and public health IPPEs, as scheduled by Experiential Education, either later in the summer following P1, schedule permitting and GAS achieved, or in the summer following P2.

For the IPPE 2 rotations: Students who complete P2 and do not meet the GPA standard (cumulative professional GPA of 2.2) necessary for GAS and who are retained on probation are not allowed to progress into their institutional and patient assessment IPPEs. Instead, students will use the summer months to remediate deficiencies to attain good academic standing (GPA 2.2 by end of fall P3) in the School of Pharmacy. Once good academic standing is achieved, students are eligible to complete their institutional and patient assessment IPPEs, as scheduled by Experiential Education, either later in the summer following P2, schedule permitting and GAS achieved, or in the summer following P3, typically scheduled during Module A of APPE calendar. All IPPEs must be successfully completed prior to beginning APPEs.

## **EXPERIENTIAL HONORS**

Beginning with the class of 2014, the College will recognize the top 10% of the class for Experiential honors. This recognition will be based on grades and preceptor comments regarding a student. A special ribbon or cord will be selected to recognize these students at graduation.

## **PHARMD (P1-P3) COURSE WAIVER REQUIREMENTS FOR MATRICULATED STUDENTS**

New students accepted to the ACPHS are required to take all required 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.

### **PROCEDURE FOR COURSE WAIVER**

1. Students submit a request for course waiver in writing to the Office of Pharmacy and Graduate Admissions, along with the course description and syllabus from the academic institution where course credit was earned.
2. The Office of Pharmacy and Graduate 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 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 Pharmacy Admissions and Academic Standards Committee.
5. The Pharmacy and Graduate 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 Pharmacy Admissions and Academic Standards 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 Pharmacy and Graduate 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.

## PHARMD PROGRAM (P1-P4) ACADEMIC PROBATION

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A student will be placed on probation if any of the following conditions exist:

- A cumulative professional GPA below 2.1 after P1; below 2.2 after P2; below 2.3 after P3.
- Any grade point average (GPA) below 2.0 (semester, cumulative, professional semester);
- A single grade of F
- Clerkship grade below C.

A student on academic probation must improve academically and meet the conditions of probation recommended by the Academic Standards Committee and administered by the Associate Dean of Student Academic Support 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 during the remediation of his/her deficiency as a fulltime student.

## **PHARMD PROGRAM (P1-P4) ACADEMIC DISMISSAL**

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A student may be dismissed from the College for any of the following academic reasons:

- Two instances of probation (whether consecutive or non-consecutive)
- A semester GPA below 1.6
- Three introductory or advanced pharmacy practice experience (IPPE/APPE) grades of less than C
- Two introductory or advanced pharmacy practice experience (IPPE/APPE) 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.

### **PHARMD PROGRAM (P1-P4): APPEAL POLICY FOR DISMISSALS**

Students are permitted to appeal decisions made by the Academic Standards Committee. Appeal requests must be submitted in writing to the Associate Dean of Student Academic Support. The letter of appeal from the student should contain a statement referencing the original decision by the Academic Standards 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 ACPHS 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 by the Academic Standing Appeals Committee.

### **PHARMD PROGRAM (P1-P4): REMEDIATION OF PROFESSIONAL COURSES**

Students in the professional years may remediate courses preferentially at ACPHS or may do so at another accredited professional level school if the course is pre-approved by the course coordinator and department chair (See registrar's website for approval form). Students must earn a grade of B or better in courses repeated at other institutions. A specific course may be repeated only one time. Record of both courses will remain on the official transcript. A student's progression through the program may be delayed as a result of the required remediation. A failure in a pass/fail course will place the student on academic probation and must be remediated.

## **PHARMD PROGRAM (P1-P4) READMISSION POLICY FOR DOCTOR OF PHARMACY PROGRAM**

Individuals who have been dismissed from the Pharmacy Program for academic reasons may apply to the first professional year (P1) through PharmCAS (see <http://www.pharmcas.org> for details and application deadlines). The same admission standards for the P1 applicants will apply. Contact the Pharmacy Admissions office for further information ([pharmadmissions@acphs.edu](mailto:pharmadmissions@acphs.edu)).

## **PHARMD PROGRAM REQUIREMENTS FOR GRADUATION**

Candidates for the PharmD degree satisfy all of the academic requirements of the program and are approved for conferral of the degree by a majority vote of the faculty. Graduation requirements include having:

- Completed Professional Years (P1-P4) at ACPHS
- Completed the necessary required and elective courses and semester hours
- Earned a cumulative professional GPA of 2.5 or better at the end of P4
- Paid all College-related financial obligations
- Returned all material belonging to the College

The College reserves the right to change the requirements for graduation.

## DOCTOR OF PHARMACY PROGRAM ADMISSIONS REQUIREMENTS

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### ACPHS STUDENTS:

- **EARLY ASSURANCE, PRE-PHARMACY:** First-and second-year students (Freshmen and Sophomores) matriculating in the College's pre-pharmacy studies may be offered an Early Assurance for entry into the **PharmD** program. Applicants are selected for Early Assurance based on the strength of their Undergraduate Application for Admission and that of the incoming class. Early assured students who complete two years of prerequisite undergraduate pre-professional coursework and fulfill mandatory Progression Requirements (below) will automatically advance into the first professional year (P1) of the four professional years of the Doctor of Pharmacy program. No reapplication to the Doctor of Pharmacy program is necessary. Students may opt to complete the four professional years on the Albany or Vermont campus.
- **GENERAL PRE-PHARMACY (NO EARLY ASSURANCE):** Any BS HHS pre-pharmacy student who earns an overall cumulative GPA of  $\geq 3.0$  at the conclusion of the first semester of the second pre-pharmacy year (with all grades C- or higher) will be offered Early Assurance status for entry into the P1 year at ACPHS for the ensuing fall semester. Students will be notified of this change in status by the Pharmacy Admissions Office shortly after receipt of final transcripts at the end of fall semester. Students will follow the procedure for Early Assured students, as per the above paragraph. Non-early assured pre-pharmacy students who do not meet the requirements for an Early Assurance offer are welcome to apply for P1 admission through PharmCAS; the PharmCAS application deadline is March 1. The PharmCAS application will include letters of recommendation, personal essay, extracurricular activities, transcripts, and PCAT scores. These students will be reviewed by the ACPHS Pharmacy Admissions and Academic Standards Committee (PAASC) in accordance with procedures for the review of transfer students; admissions preference is extended to ACPHS students. Accepted students may opt to complete the four professional years on the Albany or Vermont campus.
- **BS STUDENTS IN NON-PHARMACY MAJORS (E.G. BSPS, BSHH, ETC):** students must apply through PharmCAS; the application deadline is March 1. The PharmCAS application will include letters of recommendation, personal essay, extracurricular activities, transcripts, and PCAT scores. Accepted students typically meet the following requirements:
  - A cumulative GPA of 2.75 or higher (average entering GPA is 3.2)
  - A cumulative Math/Science GPA of 2.5 or higher (average entering Math/science GPA is 3.0)
  - No course grade less than C in the pre-pharmacy required courses
  - A minimum Composite PCAT score in the 20<sup>th</sup> percentile (average is 51% on composite PCAT score)
  - Minimum score of 3 on PCAT writing
  - Successful completion of interview

Qualified applicants will be invited to campus to complete an interview. The interview will include a face-to-face conversation with faculty/staff members of the college. The results of the interview will be a factor in the admissions decision. External applicants will be admitted on a competitive space available basis. Preference is extended to ACPHS students applying from BS programs.

## PROGRESSION REQUIREMENTS FOR ADMISSION IN THE PHARM D PROGRAM

### EARLY ASSURANCE STUDENT PROGRESSION

The following are required of ACPHS early assurance students to receive automatic admission into the first professional year of the PharmD program.

- Remain in Good Academic Standing according to the College policies.
- The completion of the pre-pharmacy program with a cumulative overall GPA of 3.0 or higher.
- The completion of all required courses in the pre-pharmacy curriculum plus a minimum of 6 credits of electives by May, preceding P1 entry. There can be no **un-remediated** course failures.
- Successful completion of an in-person interview, to take place during the 2nd pre-pharmacy year. The interview will include a face-to-face conversation with two faculty or staff members of the College. Students will be invited to submit prepared resumes to interviewers in advance of the interviews. Only students who attain a GPA  $\geq 2.5$  (after three semesters, or after the fall semester of pre-pharmacy year 2) will be invited for interview.
- Completion of each section of the PCAT with a minimum score of 300 on all sections for students progressing to P1 in the fall of 2012 and 2013. Students progressing into P1 in the fall of 2014 or later are required to attain a composite score at or above the 20th percentile.
- Completion of the PCAT with a minimum Conventions of Language writing score of 3.0 or higher.
- Successful completion, at the student's expense, of a criminal background check. See details in the Pharmacy Admissions section of the catalog.

Early assurance students not meeting the criteria for automatic admission outlined above may apply to ACPHS Pharmacy Admissions and Academic Standards Committee (PAASC) for review of their academic credentials if they meet the minimum requirements bulleted below. Select students who have demonstrated strong PCAT test results and strong math/science pre-pharmacy course grades may be admitted into P1 through this process. Note that meeting the minimum requirements for this review does not guarantee acceptance into the P1 year. See the Policy for Review of Internal PharmD Students for Admission into P1 in the Student Handbook for more details.

## MINIMUM REQUIREMENTS FOR PHARMACY ADMISSIONS AND ACADEMIC STANDARDS COMMITTEE (PAASC) REVIEW

- The completion of the pre-pharmacy program with a cumulative overall GPA of 2.5 or higher.
- The completion of all required courses in the pre-pharmacy curriculum plus a minimum of 6 credits of electives. There can be no un-remediated course failures. With few exceptions, second year students will not have the opportunity to remediate coursework or GPA deficiencies during the summer following final admissions decisions; select students will be permitted such on a case-by-case basis, as offered by the PAASC.
- Successful completion of an in-person interview, to take place during the 2nd pre-pharmacy year. The interview will include a face-to-face conversation with two faculty or staff members of the College.
- Students progressing into P1 in the fall of 2014 or later are required to attain a composite score above the 20th percentile; scores that do not meet this minimum will be reviewed through this policy.
- Completion of the PCAT with a minimum Conventions of Language writing score of 2.0 or higher.
- Completion, at the student's expense, of a criminal background check. See details in the Pharmacy Admissions section of the catalog.

### FAILURE TO PROGRESS TO P1

Students in good academic standing at the College who are not admitted into P1 by any of the mechanisms above may be considered for other programs at ACPHS. Students who fail to meet the minimum standards required for Good Academic Standing, or for progression into the P1 year will be notified of the decisions of the Academic Standards Committee in writing through the office of the Dean for Students and the Office of the Dean of the School of Pharmacy and Pharmaceutical Sciences, respectively.

### APPEAL POLICY FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES FOR NON-PROGRESSION INTO P1

ACPHS students who have failed to meet all progression requirements *due to extenuating circumstances* may submit an appeal to the Academic Standing Appeals Committee for an extension of one year to repeat course work in the pre-pharmacy curriculum. 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.

If the appeal is granted, the Academic Standing Appeals Committee will work with the Associate Dean of Student Academic Support to develop a detailed academic plan of study for the ensuing academic year. The student would remain in the pre-pharmacy program during the remediation year and reapply for admission to the P1 year. Students must accept the planned course of study for the appeal to be granted. A student will not be allowed to progress (or be admitted into P1) if progression requirements have not been met. The Pharmacy Admissions and Academic Standards Committee will re-evaluate the student after the one year period to determine if the student has successfully met the requirements for progression into the P1 year. Students who fail to meet the progression requirements after this one year extension may apply to other programs offered at ACPHS through the Policy for Internal Transfer.

***See the Academic Regulations section for additional College-wide Academic Standards.***

## **BACKGROUND CHECKS**

The College requires that all students, at the student's expense, provide a background check prior to entry into the first professional year (P1). Negative findings contained within the background check will be reviewed by a Background Committee appointed by the Provost, to determine if the finding prevents the student's admission, progression, or ability to successfully complete experiential rotations. Negative findings will not automatically disqualify a student from matriculation or continued enrollment. If the committee in its sole discretion, determines that progression/admission in the program is inappropriate, the student will be informed in writing and/or by e-mail by the Assistant Dean for Admissions and Experiential Education. The student may appeal the committee's determination to the Provost within five (5) business days of the receipt of electronic notification of the committee. The Associate Dean of Student Academic Support will meet with students denied progression to discuss alternate educational options.

In addition, for those ACPHS degree programs which require the completion of College-supervised experiential education rotations, specific rotation sites may require a student to provide a background check prior to commencement of their rotation at that site. In such cases, ACPHS will provide appropriate instructions for students to begin a background check, and ACPHS will cover the cost of the check. Rotation sites hosting experiential education students may deny a student's participation in the experiential program because of a negative finding, or could result in delayed graduation or in the inability to graduate from the program. Nothing contained in this policy shall limit or supersede the College's provisions, processes or penalties established pursuant to the Student Disciplinary Code.

## PHARMD TRANSFER STUDENTS:

### PHARMD PROGRAM (P1-P4) REQUIREMENTS FOR ADMISSION OF TRANSFER STUDENTS AND ACPHS BS STUDENTS:

Transfer applicants or ACPHS students enrolled in BS programs seeking admission into the professional years of the PharmD program must apply through PharmCAS. Accepted students typically meet the following requirements:

- A cumulative GPA of 2.75 or higher (average entering GPA is 3.2)
- A cumulative Math/Science GPA of 2.5 or higher (average entering Math/science GPA is 3.0)
- No course grade less than C in the pre-pharmacy required courses
- A minimum Composite PCAT score in the 20<sup>th</sup> percentile (average is 51% on composite PCAT score)
- Minimum score of 3 on PCAT writing
- Successful completion of interview

Qualified applicants will be invited to campus to complete an interview. The interview will include a face-to-face conversation with faculty/staff members of the college. The results of the interview will be a factor in the admissions decision. External applicants will be admitted on a competitive space available basis. Preference is extended to ACPHS students applying from BS programs.

### PHARMD PROGRAM (P1-P4) ADDITIONAL REQUIREMENTS FOR ADMISSION OF INTERNATIONAL STUDENTS

- Applicants who have studied for fewer than 10 years where English is not 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 474 paper-based (70% of the maximum score of 677), or 84 Internet-based (70% of the maximum score of 120); and a minimum of 50 on the TSE must be achieved to be considered for admission.
- Applicants with international transcripts must submit a credential evaluation completed through the World Education Service (WES).

### IMPORTANT DEADLINES FOR TRANSFER APPLICANTS INTO THE PHARMD PROGRAM

**SEPTEMBER 1:** Early Decision application deadline through PharmCAS.

**FEBRUARY 1:** Free Application for Federal Student Aid (FAFSA) Deadline - *(All students)*

**MARCH 1:** Regular Admission Priority Deadline

**Note:** Supplemental Application and Fee: A supplemental application is required for transfer applicants seeking entry into the first professional year of the Doctor of Pharmacy program. A completed supplemental application must be submitted electronically with the \$50 fee directly to ACPHS.

## INSTRUCTIONS FOR TRANSFER ENTRY INTO THE PROFESSIONAL PHARMD PROGRAM

Applications 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. PCAT scores are submitted via PharmCAS. The PharmCAS code for PCAT is 104. 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). The TOEFL is offered in a paper or internet based format to be considered for admission. Applicants must achieve a minimum score on the TOEFL of 474 paper-based (70% of the maximum score of 677), or 84 Internet-based (70% of the maximum score of 120). For applicants selecting TSE exam, a minimum score of 50 is required. Applicants must present evidence of graduation from an approved or accredited secondary school.

### REQUIRED COURSEWORK FOR TRANSFER INTO THE FIRST YEAR OF THE DOCTOR OF PHARMACY PROGRAM:

General Chemistry I & II	8 semester hours
General Biology I & II	8 semester hours
Biology (200 level or higher)	3 semester hours
Organic Chemistry I & II	8 semester hours
Statistics	3 semester hours
Calculus I	4 semester hours
Microbiology	4 semester hours
Physics I & II	8 semester hours
General Psychology	3 semester hours
Humanities	9 semester hours
Liberal Arts electives	9 semester hours
Public Speaking	3 semester hours

Humanities credits can be taken from English literature, composition, US History, Western Civilization or cross-disciplinary humanities credits.

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.

Students accepted into the PharmD program are required to take all courses in the program at the College beginning in the first session. This requirement may be waived for PharmD students with credit for biochemistry, molecular biology and/or immunology taken at other institutions. Course waiver request forms can be obtained from the Office of Pharmacy Admissions.

## **NON-ACADEMIC REQUIREMENTS FOR INTRODUCTORY AND ADVANCED PHARMACY PRACTICE EXPERIENCE (APPE)**

Prior to IPPEs, students must register as a pharmacy intern in the state that the rotation will be performed.

Prior to APPEs, students must have the following:

- Successful completion of IPPE.

Prior to IPPEs and APPEs, students must have the following:

- A copy of personal immunization records, which will be on file at the College (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 test (PPD skin test or IGRA blood test) - Students will be provided with appropriate forms to complete.
- CPR or Basic Life Support Certification, valid for the duration of APPE rotations

Some clinical sites may have their own requirements as well, including a criminal background check, an antibody titer (laboratory blood test, which indicates proof of immunity, as opposed to providing proof of having received the vaccine), etc. Specific requirements, if any, would be noted in the rotation site's record within the E\*Value 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.

## **CAMPUS TRANSFER POLICY**

### ***(For PharmD Students in the Professional Years)***

Students who matriculate into the Albany NY or Colchester VT campus are required to remain at that campus. In the event of an unforeseen change in circumstances, a student may request a campus transfer from the original campus to the other campus. Students should provide their justified request in writing to the Dean of the School of Pharmacy and Pharmaceutical Sciences. The Dean, in conjunction with the Associate Dean of the Vermont Campus, will review the request on a case by case basis, examine campus minimum/maximum enrollment targets, and respond to the student within three weeks of receipt of the request. The decision of the Dean is final.

# BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES

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The pharmaceutical sciences are critical to helping unlock the mysteries hidden away inside the human body. Pharmaceutical scientists are focused on the discovery and development of the medications that are eventually dispensed by pharmacists and used every day by patients to manage their health.

## PREPARE FOR AN EXCITING CAREER

The Bachelor of Science in Pharmaceutical Sciences (BSPS) program at ACPHS is an excellent launching pad to a wide range of career opportunities and will help set students apart from biology or chemistry majors for a range of positions at pharmaceutical, chemical and biotech companies as well as for graduate, medical, dental and other health and science focused educational pathways. The majority of our graduates have continued on to either medical or graduate education programs (MD, MS, and PhD). Our newly approved bachelor/master program in pharmaceutical sciences (BS/MSPS) enhances our academic offerings and research focus to allow students to gain both their bachelor and master degree in five years instead of the traditional six years.

## RESEARCH FOCUSED

Research opportunities provide the foundation for ACPHS's Pharmaceutical Sciences program. Students have many opportunities to be engaged in laboratory-based coursework beginning in their first year, working side-by-side with researchers whose skills have attracted funding from both government and private industry sources. Student research experiences span a wide range of medically-related areas that include cancer, diabetes, chronic kidney disease, addiction and inflammation as well as drug development and drug delivery systems and pharmacokinetics research. The BSPS program now includes an elective Thesis Option for the most dedicated research BSPS students. As part of this elective option, students will take several courses focused on bench research alongside thesis courses focused on the related science of their project and the preparation of a written thesis of their research work.

## PATHWAYS

In recent years, graduates of the pharmaceutical sciences program have continued their education at graduate, medical schools, physician assistant programs, dental, nurse practitioner programs and law school as well as some that have moved directly into the pharmaceutical industry. The combination of classroom instruction and laboratory training in this program is ideal for pursuing opportunities in such fields as: Neuroscience, Pharmacology, Drug Discovery and Development, Nanopharmaceuticals and medically related fields that depend on these disciplines.

## **PROGRAM OF STUDY:**

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### **BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES (BSPS) DEGREE**

The Albany College of Pharmacy and Health Sciences' four-year bachelor degree in Pharmaceutical Sciences (BSPS) provides a strong foundation in the basic and pharmaceutical sciences. BSPS graduates 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 (BSPS) DEGREE PROGRAM PROFESSIONAL PRACTICE-BASED OUTCOMES:**

1. INTELLECTUAL CURIOSITY
  1. Demonstrates confidence while being receptive to alternative ideas
  2. Demonstrates awareness of the historical and sociocultural forces shaping the field of interest
  
2. SCIENTIFIC REASONING AND APPLICATION
  1. Articulates the philosophical foundations of scientific thought
  2. Formulates hypotheses and tests hypotheses objectively
  3. Demonstrates knowledge of fundamental scientific methodologies
  4. Performs independent research within field chosen
  5. Employs deductive and inductive reasoning to solve complex problems
  6. Demonstrates the use of the scientific method as a framework for problem solving
  
3. SCIENTIFIC KNOWLEDGE
  1. Demonstrates and applies fundamental principles of basic and pharmaceutical sciences when: discussing research projects; working in the scientific laboratory; assessing scientific literature
  2. Demonstrates the ability to integrate scientific knowledge across disciplines
  
4. CRITICAL THINKING AND ANALYSIS
  1. Synthesizes a broad range of data into coherent hypotheses
  2. Evaluates data in an analytical manner
  3. Evaluates data in an analytical manner
  
5. ETHICS AND CULTURAL AWARENESS
  1. Demonstrates cultural awareness through writings, class discussions and oral presentations
  2. Expresses informed opinions with consideration for ethics, cultural perspective and empathy
  
6. COMMUNICATIONS
  1. Writes creatively and intelligently in technical and non-technical writing
  2. Presents ideas clearly and concisely when speaking in a variety of settings
  
7. LEADERSHIP
  1. Participates in peer mentoring, volunteering and other leadership positions on and off campus

## **BS IN PHARMACEUTICAL SCIENCES JOINT PROGRAMS AND ARTICULATION AGREEMENTS:**

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. These include the BSPS/MBA in Healthcare Administration and BSPS/MS in Clinical Leadership in Healthcare Management with Union Graduate College, BSPS/JD with Albany Law School, BSPS/MS with ACPHS, a BSPS/PA with Albany Medical College and BSPS Early Assurance to the MD program at Albany Medical College.

## **BS IN PHARMACEUTICAL SCIENCES THESIS OPTION:**

The Thesis Option of the BSPS program is specifically designed for students with a substantial interest participating in basic science research. The elective courses within this option fulfill up to 12 Directed Elective and 6 General Education (Thesis I and II) credits toward graduation requirements. Contact the Director of the BS in Pharmaceutical Sciences Program directly for application materials.

### **Thesis Option Courses:**

Pharmaceutical Analytical Techniques I and II (3, 3); elective courses dependent on thesis project

Thesis Research I (3) and II (3);

Thesis I (3) and II (3)

## BS IN PHARMACEUTICAL SCIENCES REQUIRED COURSES

There are currently two concentrations within the BPS program (Pharmacology and Pharmaceutics). The required and elective courses for each concentration differs. It is possible for students to complete the requirements for more than one concentration through their elective choices.

### REQUIRED COURSES COMMON TO ALL CONCENTRATIONS:

Required courses for both concentrations (Pharmacology and Pharmaceutics); other required courses are specific to each concentration and are listed below with each BPS Concentration.

#### BIOLOGICAL SCIENCES: 24 REQUIRED CREDITS

General Biology I and II (4,4)

Biochemistry (3)

Molecular Biology (3)

Physiology/Pathophysiology I and II (4,4)

Foundations of Pharmaceutical Science (2)

#### PHYSICAL SCIENCES AND MATHEMATICS: 33 REQUIRED CREDITS

Introduction to Laboratory Data (2)

General Chemistry I and II (4,4)

Organic Chemistry I and II (4,4)

College Physics I and II (4,4)

Elementary Statistics (3)

Calculus I (4)

#### COMMUNICATIONS: 7 REQUIRED CREDITS

Seminar in Health Professions (1)

Principles of Communication (3)

Scientific Communications (3)

#### HUMANITIES, CULTURE AND HEALTH: 9 REQUIRED CREDITS

The Pre-Modern World, The Modern World, The Contemporary World (3,3,3)

#### TOTAL REQUIRED COURSES COMMON TO ALL BPS CONCENTRATIONS: 73 CREDITS

Each BPS concentration includes additional required and elective courses to fulfill graduation requirements.

Elective requirements for each concentration include:

- 1. Directed Electives:** Directed electives are courses selected with the help of an academic advisor that further the student's academic and career goals. These include any non-required science course and non-science courses closely related to the student's academic and career goals.
- 2. Liberal Arts Electives:** Liberal arts electives include art, music, sociology, history, psychology, anthropology, foreign language, political science, economics and English.
- 3. General Education Electives:** General education electives are any courses that are not required in the standard curriculum.

## CONCENTRATION SPECIFIC REQUIRED AND ELECTIVE COURSES:

### BSPS PHARMACOLOGY CONCENTRATION:

#### BIOLOGICAL SCIENCES: 14 REQUIRED CREDITS

Infectious Disease Pharmacology (2)

Neuropharmacology (3)

Cardiovascular Pharmacology (3)

Drug Discovery and Development (3)

Elective in Pharmacology; **OR** Scientific Literature Evaluation; **OR** Journal Club (**3 credits total**)

#### ELECTIVE REQUIREMENTS: 39 CREDITS (elective credits can include *Thesis Option* courses)

Directed Electives: 21 credits

General Education Electives: 18 credits (9 of these 18 credits must be in the humanities)

Total required course credits: 87 credits

Total elective course credits: 39 credits

**TOTAL GRADUATION CREDITS: 126 CREDITS**

## SAMPLE BSPS CURRICULUM - PHARMACOLOGY CONCENTRATION WITHOUT THESIS OPTION

Year 1					
	Fall Semester	Credits		Spring Semester	Credits
BIO101	General Biology I	4	BIO102	General Biology II	4
CHE101	General Chemistry I	4	CHE102	General Chemistry II	4
MAT115	Introduction to Laboratory Data	2	MAT145	Elementary Statistics	3
HUM110	The Pre-Modern World	3	HUM120	The Modern World	3
BSS102	Seminar in Health Professions	1	COM115	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
CHE211	Organic Chemistry I	4	CHE221	Organic Chemistry II	4
PHY212	College Physics I	4	PHY222	College Physics II	4
HUM210	The Contemporary World	3		Elective	3
MAT121	Calculus I	4		Elective	3
	<b>Total</b>	<b>15</b>		<b>Total</b>	<b>14</b>
Year 3					
	Fall Semester	Credits		Spring Semester	Credits
PSC311	Biochemistry	3	PSC312	Molecular Biology	3
PSC321	Physiology/Pathophysiology I	4	PSC322	Physiology/Pathophysiology II	4
	Directed Elective	3	PSC445	Drug Discovery and Development	3
	Elective	3		Directed Elective	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
PSC431	Foundations of Pharm. Science	2	PSC433	Neuropharmacology	3
PSC253	Scientific Communications	3	PSC434	Cardiovascular Pharmacology	3
PSC432	Infectious Disease Pharmacology I	2		Directed Elective	3
Various	Pharmacology Elective	3		Directed Elective	3
	Directed Elective	3		Elective	3
	Elective	3			
	<b>Total</b>	<b>16</b>		<b>Total</b>	<b>15</b>

## BSPS PHARMACEUTICS CONCENTRATION:

### PHYSICAL SCIENCES AND MATHEMATICS: 13 REQUIRED CREDITS

Pharmaceutics I and II (3,3)

Pharmacokinetics (3)

Calculus II (4)

### ELECTIVE REQUIREMENTS: 39 CREDITS (elective credits can include *Thesis Option* courses)

Directed Electives: 21 credits

General Education Electives: 18 credits (9 of these 18 credits must be in the humanities)

Total required course credits: 86 credits

Total elective course credits: 39 credits

**TOTAL GRADUATION CREDITS: 125 CREDITS**

## SAMPLE BS IN PHARMACEUTICAL SCIENCES CURRICULUM – PHARMACEUTICS CONCENTRATION WITHOUT THESIS CONCENTRATION

Year 1					
	Fall Semester	Credits		Spring Semester	Credits
BIO101	General Biology I	4	BIO102	General Biology II	4
CHE101	General Chemistry I	4	CHE102	General Chemistry II	4
MAT115	Intro. to Laboratory Data	2	MAT145	Elementary Statistics	3
HUM110	The Pre-Modern World	3	HUM120	The Modern World	3
BSS102	Seminar in Health Professions	1	COM115	Prin. 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
CHE211	Organic Chemistry I	4	CHE221	Organic Chemistry II	4
PHY212	College Physics I	4	PHY222	College Physics II	4
HUM210	The Contemporary World	3	MAT211	Calculus II	4
MAT121	Calculus I	4		Directed Elective	3
	<b>Total</b>	<b>15</b>		<b>Total</b>	<b>15</b>
Year 3					
	Fall Semester	Credits		Spring Semester	Credits
PSC311	Biochemistry	3	PSC312	Molecular Biology	3
PSC321	Physiology/Pathophysiology I	4	PSC322	Physiology/Pathophysiology II	4
PSC341	Pharmaceutics I	3	PSC342	Pharmaceutics II	3
	Directed Elective	3		Directed Elective	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
PSC431	Foundations of Pharm. Science	2		Directed Elective	3
PSC253	Scientific Communications	3		Directed Elective	3
PSC441	Pharmacokinetics	3		Elective	3
	Directed Elective	3		Elective	3
	Elective	3		Elective	3
	<b>Total</b>	<b>14</b>		<b>Total</b>	<b>15</b>

## ACADEMIC STANDARDS FOR BS IN PHARMACEUTICAL SCIENCES

Students in the Bachelor of Science in Pharmaceutical Sciences (BSPS) program must meet the following academic standards.

### ACADEMIC PROBATION

A student will be placed on probation if any of the following conditions exist:

- A semester or cumulative GPA below 2.0
- Two or more grades below C-
- A single grade of F

A student on academic probation must improve performance and meet the conditions of probation recommended by the Academic Standards Committee and administered by the Associate Dean of Student Academic Support 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 during the remediation of his/her deficiency as a fulltime student.

### ACADEMIC DISMISSAL

A student may be dismissed from the College if one of the following conditions exists:

- Two instances of probation (whether consecutive or non-consecutive)
- A semester GPA below 1.6

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 APPEALS

Students are permitted to appeal decisions made by the Academic Standards Committee. Appeal requests must be submitted in writing to the Associate Dean of Student Academic Support. The letter should contain a statement referencing the original decision by the Academic Standards 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 ACPHS' 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 by the Academic Standing Appeals Committee.

***Also, see the Academic Regulations section for additional College-wide Academic Standards.***

## **BACHELOR OF SCIENCE TRANSFER STUDENTS**

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### **IMPORTANT DEADLINES FOR TRANSFER APPLICANTS:**

#### **DECEMBER 1**

Admissions Priority Deadline for Spring Semester Entry

#### **FEBRUARY 1**

Free application for Federal Student Aid (FAFSA) Due

#### **MAY 1**

Admissions Priority Deadline for Fall Semester Entry

### **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 deadlines for spring and fall entry. Applications 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

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 474 paper-based (70% of the maximum score of 677), or 84 Internet-based (70% of the maximum score of 120); 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 FOR 2<sup>ND</sup> 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 FOR 3<sup>RD</sup> 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 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, immune-hematology, clinical immunology, pharmacology II, pharmacology III, pharmacology IV, biopharmaceutics, bioorganic chemistry, drug discovery and development, advanced immunology, drug design and synthesis, plant biochemistry and phytomedicinals, clinical chemistry, US and Global Health Care Systems, pharmacy administration, pharmacoeconomics and health policy, independent study and others, with the approval of the program director.

No credit will be accepted for grades lower than "C" (C- 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.

# **SCHOOL OF PHARMACY & PHARMACEUTICAL SCIENCES**

## **MASTERS' PROGRAMS**

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- 1. MASTER OF SCIENCE IN HEALTH OUTCOMES RESEARCH (MSHR) (HEGIS CODE 1299)**
- 2. MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES (HEGIS CODE 1211) – Albany and Vermont Campuses**
- 3. DUAL BACHELOR OF SCIENCE AND MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES (HEGIS CODE 1211)**

### **MASTER OF SCIENCE IN HEALTH OUTCOMES RESEARCH (MSHR)**

The MS in Health Outcomes Research is a degree designed to provide the knowledge and unique skills necessary for evaluating economic, clinical, and humanistic outcomes of medical interventions, with an emphasis on the evaluation of pharmaceutical products and services. The program emphasizes quantitative and analytical methods, assessment, and research in health outcomes. The degree provides fundamental courses in quantitative analysis and econometrics, as well as applied courses in health statistics, health policy, and pharmacoeconomic methods.

The program offers an interdisciplinary field of study which prepares students to utilize and analyze healthcare information and data, and trains students to develop skills in identifying trends and best-practices in healthcare professions. Graduates of the program will be able to assist in the development and supervision of research activities related to health outcomes research and pharmacoeconomics analyses.

Graduates of the program are well suited for research or analytical positions within a wide variety of organizations: the pharmaceutical industry; international, national, or local governments; any type of health insurer or provider including managed care organizations; large health care institutions; or any organization requiring the analysis and interpretation of quantitative health care data.

# MASTER OF SCIENCE IN HEALTH OUTCOMES RESEARCH (MSHR)

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**REQUIRED COURSES:**

- Epidemiology (3)
- Quantitative Analysis (3)
- Statistical Programming (3)
- Experimental Design and Data Analysis (3)
- Health Outcomes (3)
- Econometrics (3)
- Introduction to Health Systems (3)
- Health Informatics (3)
- Thesis I-II (6)

**SAMPLE ELECTIVES:**

- Health Leadership and Professional Development (3)
- Introduction to Health Care Management (3)
- Global Issues in Environmental Medicine (3)
- Disease and Social Perception (3)
- Environmental Health (3)
- Evidence-Based Medicine (3)
- Data Bases and Data Mining (3)
- Health Economics (3)
- Healthcare Ethics and Law (3)
- Clinical Trials Management (3)
- Topics in Public Health (1-3)

<b>YEAR 1</b>			
<b>Fall</b>			<b>Spring</b>
Experimental Design and Data Analysis	3		Quantitative Analysis 3
Econometrics	3		US and Global Healthcare Systems 3
Health Outcomes	3		Statistical Programming 3
<b>TOTAL</b>	<b>9</b>		<b>9</b>
<b>YEAR 2</b>			
Health Informatics	3		Thesis Research 3
Thesis Research	3		Elective 3
Health Informatics	3		Epidemiology 3
<b>TOTAL</b>	<b>9</b>		<b>6</b>

# MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES (MSPS)

## Albany and Vermont Campuses

The Master of Science degree in Pharmaceutical Sciences (MSPS) educates students in the scientific disciplines required for the discovery, development and evaluation of new drugs and other pharmaceutical products. The program is focused on the career goals of individual students and offers both thesis and non-thesis options for completing the degree. Students who elect the thesis option will be mentored through thesis research by a thesis advisor and a thesis committee of at least three faculty. Students who elect the non-thesis option will complete a capstone project in their field and have the option of interfacing pharmaceutical sciences with business courses in management, marketing and regulatory science. Graduates of the MSPS program are well prepared to continue graduate education by pursuing a Ph.D. degree or by entering medical school or other advanced health related academic programs, or they may be employed in the pharmaceutical or biotechnology industry or government agencies.

## MSPS PROGRAM OF STUDY:

The MSPS program offers concentrations in pharmacology and pharmaceuticals. The curriculum consists of a core group of required courses to be taken during the first academic year. Students will select one of two concentrations, either pharmacology or pharmaceuticals, each of which has discipline specific course requirements. Students who elect to pursue thesis research will select a thesis advisor in their field of study and complete a master's thesis. Students who elect to pursue the non-thesis option will complete a capstone project and additional elective courses in lieu of a master's thesis.

## CORE COURSES REQUIRED FOR BOTH CONCENTRATIONS:

The following courses are required for both the pharmacology and pharmaceuticals concentrations for the thesis option. Students who elect the non-thesis option are not required to take Research Rotation or Thesis Research but must complete a three credit hour capstone writing project.

## CORE REQUIRED COURSES:

Foundations of Pharmaceutical Sciences (2)  
Experimental Design and Data Analysis (2)  
Pharmaceutical Sciences Journal Club (1) (2 semesters)  
Ethics in Research (1)  
Research Rotation (2)  
Thesis Research (8)

## **MSPS COURSES REQUIRED FOR THE PHARMACOLOGY CONCENTRATION:**

The following courses are required for the pharmacology concentration, thesis option

### **PHARMACOLOGY REQUIRED COURSES: THESIS OPTION**

Pharmacology I (2)  
Pharmacology II (3)  
Pharmacology III (3)  
Pharmacology Seminar (2)  
One Pharmacology Elective (2-3)  
Electives (3-4)

Students who elect the non-thesis option will omit Research Rotation and Thesis Research. Instead, these students will complete the following courses:

### **PHARMACOLOGY REQUIRED COURSES: NON-THESIS OPTION**

Pharmacology I (2)  
Pharmacology II (3)  
Pharmacology III (3)  
Pharmacology Seminar (2)  
Capstone Library research Project (3)  
Two Pharmacology Elective (6)  
Electives (7)

**SAMPLE MS IN PHARMACEUTICAL SCIENCES CURRICULUM: PHARMACOLOGY  
CONCENTRATION-THESIS TRACK**

<b>Year 1</b>					
<i>Fall Semester</i>			<i>Spring Semester</i>		
<b>Course #</b>	<b>Course Description</b>	<b>Credits</b>	<b>Course #</b>	<b>Course Description</b>	<b>Credits</b>
PSC 631	Foundations of Pharm Sciences	2	PSC 671	Ethics in Research	1
PSC 632	Pharmacology I	2	PSC 633	Pharmacology II	3
PSC 672	Exp. Design and Data Analysis	2	PSC 634	Pharmacology III	3
PSC 651	Pharmaceutical Sciences Journal Club	1	PSC 651	Pharmaceutical Sciences Journal Club	1
PSC 661	Research Rotation	2	PSC 761	Thesis Research	2
	<b>Total Credits</b>	<b>9</b>		<b>Total Credits</b>	<b>10</b>

<b>Year 2</b>					
<i>Fall Semester</i>			<i>Spring Semester</i>		
<b>Course #</b>	<b>Course Description</b>	<b>Credits</b>	<b>Course #</b>	<b>Course Description</b>	<b>Credits</b>
TBD	Pharmacology Seminar	2	PSC 761	Thesis Research	4
TBD	Pharmacology Elective	3			
TBD	Elective	3			
PSC 761	Thesis Research	2			
	<b>Total Credits</b>	<b>10</b>		<b>Total Credits</b>	<b>4</b>

## **MSPS COURSES REQUIRED FOR THE PHARMACEUTICS CONCENTRATION**

The following courses are required for the pharmaceuticals concentration. Students who elect the non-thesis option are required to complete a three credit hour capstone writing project and additional elective courses.

### **PHARMACEUTICS REQUIRED COURSES: THESIS OPTION**

Advanced Pharmaceutics I (3)  
Advanced Pharmaceutics II (3)  
Pharmaceutics Seminar (2)  
Two Pharmaceutics Electives (4-6)  
Electives (2-4)

Students who elect the non-thesis option will not take Research Rotation and Thesis Research. Instead, non-thesis students will complete the following courses.

### **PHARMACEUTICS REQUIRED COURSES: NON-THESIS OPTION**

Advanced Pharmaceutics I (3)  
Advanced Pharmaceutics II (3)  
Pharmaceutics Seminar (2)  
Capstone Library Research Project (3)  
Two Pharmaceutics Electives (6)  
Electives (9)

**SAMPLE MS IN PHARMACEUTICAL SCIENCES CURRICULUM: PHARMACEUTICS  
CONCENTRATION: THESIS OPTION**

<b>Year 1</b>					
<i>Fall Semester</i>			<i>Spring Semester</i>		
<b>Course #</b>	<b>Course Description</b>	<b>Credits</b>	<b>Course #</b>	<b>Course Description</b>	<b>Credits</b>
PSC 631	Foundations of Pharm. Sciences	2	PSC 671	Ethics in Research	1
PSC 641	Advanced Pharmaceutics I	3	PSC 642	Advanced Pharmaceutics II	3
PSC 651	Pharmaceutical Sciences Journal Club	1	PSC 651	Pharmaceutical Sciences Journal Club	1
PSC 672	Exp. Design and Data Analysis	2	TBD	Pharmaceutics Elective	3
PSC 661	Research Rotation	2	PSC 761	Thesis Research	2
	<b>Total Credits</b>	<b>10</b>		<b>Total Credits</b>	<b>10</b>

<b>Year 2</b>					
<i>Fall Semester</i>			<i>Spring Semester</i>		
<b>Course #</b>	<b>Course Description</b>	<b>Credits</b>	<b>Course #</b>	<b>Course Description</b>	<b>Credits</b>
PSC 852	Pharmaceutics Seminar	2	PSC 761	Thesis Research	4
TBD	Pharmaceutics Elective	3			
TBD	Elective	2			
PSC 761	Thesis Research	2			
	<b>Total Credits</b>	<b>9</b>		<b>Total Credits</b>	<b>4</b>

# DUAL BACHELOR AND MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES

The five-year dual Bachelor and Master of Science degree in Pharmaceutical Sciences provides a strong foundation in the pharmaceutical sciences. This is a research intensive program designed for students with a strong commitment to research and wish to complete a thesis research project. Graduates from this program will be well-prepared for entrance into PhD programs in the basic and pharmaceutical sciences but the program is not restricted to those committed to a research career. The BS/MS in Pharmaceutical Sciences program will enhance a student's ability to think critically and strengthen their credentials for admission to medical school, as well as dental, veterinary and other post-graduate professional programs. The BS/MS program will also position graduates for highly competitive entry-level jobs in the pharmaceutical and biotechnology industries or government regulatory agencies.

## HOW DOES THE CURRICULUM FOR THE BS/MS IN PHARMACEUTICAL SCIENCES CURRICULUM DIFFER FROM THE INDEPENDENT BS AND MS PROGRAMS?

The dual BS/MS in Pharmaceutical Sciences program reduces the total credit requirements of the two programs. Foundations of Pharmaceutical Sciences (PSC 631 is substituted for PSC 431, 2 credits) and Research Rotation (PSC 661, 2 credits) are not required in the BS/MS programs. Additionally, 8 graduate credits are counted towards both the MS and the BS degree.

## WHO SHOULD APPLY?

Students enrolled in the BSPS program may apply for admission to the dual BS/MS in Pharmaceutical Sciences program after completing four semesters of course work. An earned degree is not required, however, all pre-requisite coursework required for the year of entry must be completed prior to admission. Students with a strong commitment to research may apply for provisional admission after their first year at the College. A GPA of 3.0 is required for admission; research experience is also an asset, although not an absolute requirement. Students who wish to apply to the BS/MS in Pharmaceutical Sciences program from other ACPHS programs should follow the guidelines outlined in the School of Graduate Studies section of this catalog.

## HOW TO APPLY?

To apply, students must complete the MS in Pharmaceutical Sciences application and submit the application to the School of Graduate Studies.

- A minimum grade point average (GPA) of 3.0 on a 4.0 scale in all completed coursework and official transcripts for all graduate and undergraduate courses must be submitted. International applicants must submit transcript evaluations by World Education Services (WES) or Education Credential Evaluators (ECE). The GRE is not required for admission to dual degree programs at ACPHS. However, a student being considered for admission to the dual degree program who does not have the required GPA for progression into the Masters component of the program, will be required to take the GRE as a condition of continued enrollment.
- A minimum of two (2), strong letters of recommendation from professional sources affiliated with disciplines relevant to the Pharmaceutical Sciences program, and who know the applicant well and are familiar with applicant's academic experience and performance must be submitted.

The **TOEFL** exam is required of all international students who have studied where English is the language of instruction for fewer than ten years. A minimum score of 84 is required on the Internet-Based Test for admissions consideration. All candidates must complete an on-site or telephone interview prior to admission.

## DUAL BS/MS IN PHARMACEUTICAL SCIENCES CURRICULUM: PHARMACOLOGY CONCENTRATION

<b>Year 1</b>					
<b>Fall Semester</b>		<b>Credits</b>	<b>Spring Semester</b>		<b>Credits</b>
BIO 101	General Biology I	4	BIO 102	General Biology II	4
CHE 101	General Chemistry I	4	CHE 102	General Chemistry II	4
MAT 115	Introduction to Laboratory Data	2	MAT 145	Elementary Statistics	3
HUM 110	The Pre-Modern World	3	HUM 120	The Modern World	3
BSS 102	Seminar in Health Professions	1	COM 115	Principles of Communication	3
	Elective	3			
	<b>Total</b>	<b>17</b>		<b>Total</b>	<b>17</b>
<b>Year 2</b>					
<b>Fall Semester</b>		<b>Credits</b>	<b>Spring Semester</b>		<b>Credits</b>
CHE 211	Organic Chemistry I	4	CHE 221	Organic Chemistry II	4
PHY 212	College Physics I	4	PHY 222	College Physics II	4
HUM 210	The Contemporary World	3		Elective	3
MAT 121	Calculus I	4		Elective	3
	<b>Total</b>	<b>15</b>		<b>Total</b>	<b>14</b>
<b>Year 3</b>					
<b>Fall Semester</b>		<b>Credits</b>	<b>Spring Semester</b>		<b>Credits</b>
PSC 311	Biochemistry	3	PSC 312	Molecular Biology	3
PSC 322	Physiology/Pathophysiology I	4	PSC 322	Physiology/Pathophysiology II	4
	Directed Elective	3		Elective	3
PSC 253	Scientific Communication	3		Drug Discovery and Development	
	Elective	3	TBD	Directed Elective	3
	<b>Total</b>	<b>16</b>		<b>Total</b>	<b>16</b>
<b>Year 4</b>					
<b>Fall Semester</b>		<b>Credits</b>	<b>Spring Semester</b>		<b>Credits</b>
PSC 631	Foundations of Pharm. Science	2	PSC 633	Pharmacology II	3
PSC 632	Pharmacology I	2	PSC 634	Pharmacology III	3
PSC 672	Experimental Design & Data Analysis	2	PSC 671	Ethics in Research	1
PSC 454	Drug Discovery & Drug Development	3	TBD	BSPS Pharmacology Elective	3
TBD	Elective	3	TBD	Elective	3
PSC 761	Thesis Research	2	PSC 761	Thesis Research	2
	<b>Total</b>	<b>14</b>		<b>Total</b>	<b>15</b>
<b>Year 5</b>					
<b>Fall Semester</b>		<b>Credits</b>	<b>Spring Semester</b>		<b>Credits</b>
PSC 761	Thesis Research	2	PSC 761	Thesis Research	2
PSC 651	Pharmaceutical Sciences Journal Club	1	PSC 651	Pharmaceutical Sciences Journal Club	1
TBD	Directed Elective	3	PSC 851	Pharmacology Seminar	2
TBD	Directed Elective	3	TBD	Pharmacology MS Elective	2
TBD	Directed Elective	3		MS Elective	2
				MS Elective	2
	<b>Total</b>	<b>12</b>		<b>Total</b>	<b>11</b>

## DUAL BS/MS IN PHARMACEUTICAL SCIENCES CURRICULUM: *PHARMACEUTICS* CONCENTRATION

<b>Year 1</b>					
<b>Fall Semester</b>		<b>Credits</b>	<b>Spring Semester</b>		<b>Credits</b>
BIO 101	General Biology I	4	BIO 102	General Biology II	4
CHE 101	General Chemistry I	4	CHE 102	General Chemistry II	4
MAT 115	Introduction to Laboratory Data	2	MAT 145	Elementary Statistics	3
HUM 110	The Pre-Modern World	3	HUM 120	The Modern World	3
BSS 102	Seminar in Health Professions	1	COM 115	Principles of Communication	3
	Elective	3			
	<b>Total</b>	<b>17</b>		<b>Total</b>	<b>17</b>
<b>Year 2</b>					
<b>Fall Semester</b>		<b>Credits</b>	<b>Spring Semester</b>		<b>Credits</b>
CHE 211	Organic Chemistry I	4	CHE 221	Organic Chemistry II	4
PHY 212	College Physics I	4	PHY 222	College Physics II	4
HUM 210	The Contemporary World	3	MAT 211	Calculus II	3
MAT 121	Calculus I	4		Elective	3
	<b>Total</b>	<b>15</b>		<b>Total</b>	<b>14</b>
<b>Year 3</b>					
<b>Fall Semester</b>		<b>Credits</b>	<b>Spring Semester</b>		<b>Credits</b>
PSC 311	Biochemistry	3	PSC 312	Molecular Biology	3
PSC 322	Physiology/Pathophysiology I	4	PSC 322	Physiology/Pathophysiology II	4
PSC 341	Pharmaceutics I	3	PSC 341	Pharmaceutics II	3
PSC 253	Scientific Communication	3		Elective	3
	Directed Elective	3		Directed Elective	3
	<b>Total</b>	<b>16</b>		<b>Total</b>	<b>16</b>
<b>Year 4</b>					
<b>Fall Semester</b>		<b>Credits</b>	<b>Spring Semester</b>		<b>Credits</b>
PSC 631	Foundations of Pharm. Science	2	PSC 642	Advanced Pharmaceutics II	3
PSC 641	Advanced Pharmaceutics I	3	PSC 671	Ethics in Research	1
PSC 672	Experimental Design Data Analysis	2	TBD	Directed Elective	3
PSC 441	Pharmacokinetics	3	TBD	Elective	3
TBD	Elective	3	TBD	Elective	3
PSC 761	Thesis Research	2	PSC 761	Thesis Research	2
	<b>Total</b>	<b>15</b>		<b>Total</b>	<b>15</b>
<b>Year 5</b>					
<b>Fall Semester</b>		<b>Credits</b>	<b>Spring Semester</b>		<b>Credits</b>
PSC 761	Thesis Research	2	PSC 761	Thesis Research	2
PSC 651	Pharmaceutical Sciences Journal Club	1	PSC 651	Pharmaceutical Sciences Journal Club	1
TBD	Pharmaceutics MS Elective	2	TBD	Pharmaceutics MS Elective	2
	Directed Elective	3	PSC 852	Pharmaceutics Seminar	2
	Directed Elective	3	TBD	MS Elective	2
				MS Elective	2
	<b>Total</b>	<b>11</b>		<b>Total</b>	<b>11</b>

## **PHARMACEUTICAL SCIENCES TRANSFER STUDENTS**

### **MINIMUM RESIDENCY AND CREDIT REQUIREMENTS**

Transfer students must complete a minimum of 60 credit hours at ACPHS and at least two semesters as a full-time student in the BSPS program to be eligible for graduation with a BSPS degree.

### **IMPORTANT DEADLINES FOR TRANSFER APPLICANTS:**

#### **DECEMBER 1**

Admissions Priority Deadline for Spring Semester Entry

#### **FEBRUARY 1**

Free application for Federal Student Aid (FAFSA) Due

#### **MAY 1**

Admissions Priority Deadline for Fall Semester Entry

### **INSTRUCTIONS FOR BSPS TRANSFER STUDENTS FROM OTHER ACPHS PROGRAMS:**

Internal ACPHS students desiring transfer to the BSPS program from other ACPHS programs must complete an application process including an interview with a Pharmaceutical Sciences Department faculty member; this procedure is in addition to the form available through the registrar's office. Students must be in good academic standing to transfer to the BSPS program. Students wishing to transfer to the BSPS program from other ACPHS academic programs should contact the Director of the BS in Pharmaceutical Sciences Program directly for application materials. Transfer to various years of the BSPS program will be based on course requirements stipulated below in the external transfer students section.

### **INSTRUCTIONS FOR BSPS TRANSFER STUDENTS FROM OTHER ACADEMIC INSTITUTIONS:**

To ensure full consideration and placement in the incoming class, it is highly recommended that the completed application be submitted by the priority deadlines noted above. Applications 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

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 474 paper-based (70% of the maximum score of 677), or 84 Internet-based (70% of the maximum score of 120); 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 FOR 2<sup>ND</sup> 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 FOR 3<sup>RD</sup> 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	4 semester hours
Statistics	3 semester hours
English	9 semester hours
Directed elective	9 semester hours
Liberal Arts electives	6 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 but are not limited to science courses that are not required in the BSPS program or other courses that directly support the student's academic or career goals. Examples of BSPS Directed Elective courses include cell biology, immunology, microbiology, histology, genetics, hematology, clinical microbiology, immune-hematology, clinical immunology, pharmacology II, pharmacology III, pharmacology IV, biopharmaceutics, bioorganic chemistry, drug discovery and development, advanced immunology, drug design and synthesis, plant biochemistry and phytomedicinals, clinical chemistry, US and Global Health Care Systems, pharmacy administration, pharmacoeconomics and health policy, independent study and others, with the approval of the program director.

No credit will be accepted for grades lower than "C" (C- is not acceptable). Physical education courses are not acceptable for transfer. 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.

# SCHOOL OF PHARMACY & PHARMACEUTICAL SCIENCES

## FACULTY

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**DEAN — ANGELA DOMINELLI, PH.D.**

**CHAIR — WILLIAM MILLINGTON, PH.D., PROFESSOR OF PHARMACOLOGY**  
**DEPARTMENT OF PHARMACEUTICAL SCIENCES — Albany Campus**

Mehdi Boroujerdi, Ph.D., Professor of Pharmaceutics  
Richard Dearborn, Ph.D., Associate Professor of Molecular Biology  
Hassan El-Fawal, Ph.D., Professor of Pharmacology and Toxicology  
Carlos Feleder, M.D., Ph.D., Associate Professor of Pharmacology  
James Gozzo, Ph.D., Professor of Pharmaceutical Sciences, College President  
Arnold Johnson, Ph.D., Professor of Pharmaceutical Sciences  
Shaker A. Mousa, M.Sc., M.B.A., Ph.D., F.A.C.C., F.A.C.B., Professor of Pharmaceutical Sciences, Vice Provost of Research  
Marcel Musteata, Ph.D., Assistant Professor of Pharmaceutical Sciences  
Lauren Purington, Ph.D., Assistant Professor of Pharmacology  
Michael Raley, Ph.D., Associate Professor of Pharmaceutical Sciences  
Manuel Sandoval, Ph.D., Associate Professor of Pharmaceutical Sciences (Part-Time)  
Gail Snitkoff, Ph.D., Associate Professor of Pharmaceutical Sciences  
Jeffrey Voigt, Ph.D., Associate Professor of Biochemistry  
Andy Zheng, PharmD, Ph.D., Associate Professor of Pharmaceutical Sciences

### FACULTY EMERITI

Robert Levin, Ph.D., *Professor Emeritus*

**DEPARTMENT OF PHARMACEUTICAL SCIENCES — Vermont Campus**  
**CHAIR — STEFAN BALAZ, M.S., PH.D., D.SC., PROFESSOR**

Yogendra M. Bhatnagar, MS, Ph.D., Professor  
Tamer Fandy, Ph.D., Assistant Professor  
Karen Glass, Ph.D., Assistant Professor  
Dorothy Pumo, Ph.D., Professor  
Senthil Natesan, Ph.D., Instructor

# SCHOOL OF PHARMACY & PHARMACEUTICAL SCIENCES

## FACULTY

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**CHAIR – ROBERT DICENZO, PHARM.D, BCPS, FCCP, PROFESSOR OF PHARMACY PRACTICE**

**VICE CHAIR – BRIAN COWLES, PHARM.D, ASSOCIATE PROFESSOR OF PHARMACY PRACTICE**

### DEPARTMENT OF PHARMACY PRACTICE – Albany Campus

Amy Barton-Pai, PharmD, BCPS, FASN, FCCP, Associate Professor Pharmacy Practice

Jane Boyd, B.S., Instructor of Pharmacy Practice

Laurie Briceland, PharmD, Professor of Pharmacy Practice and Assistant Dean for Experiential Education/Pharmacy Admissions

Jeffrey Brewer, PharmD, BCACP, Associate Professor of Pharmacy Practice

Michael Brodeur, PharmD, CGP, FASCP, Associate Professor of Pharmacy Practice

Katherine Cabral, PharmD, BCPS, CACP, Assistant Professor of Pharmacy Practice

Jacquelyn Canning, PharmD, Assistant Professor of Pharmacy Practice

Katie Cardone, PharmD, BCACP, Assistant Professor of Pharmacy Practice

Joseph Carreno, PharmD, Assistant Professor of Pharmacy Practice

Jen Cerulli, PharmD, AE-C, Associate Professor of Pharmacy Practice

Leon Cosler, Ph.D., R.Ph., Associate Professor of Pharmacy Practice

John Denio, M.B.A., Associate Professor of Pharmacy Practice, College Provost

Angela Dominelli, Ph.D., Associate Professor of Pharmacy Practice, Dean of the School of Pharmacy and PS

Jessica Farrell, PharmD, Assistant Professor of Pharmacy Practice

Andy Flynn, B.S., R.Ph., Instructor of Pharmacy Practice

Gina Garrison, PharmD, Associate Professor of Pharmacy Practice

Darren Grabe, PharmD, Associate Professor of Pharmacy Practice

Michael Kane, PharmD, FCCP, BCPS, BCACP, Professor of Pharmacy Practice

Teresa Kane, R.Ph., MHSA, Instructor of Pharmacy Practice

David Kile, M.S., Instructor of Pharmacy Practice and Director of Continuing Professional Education

Nicole Lodise, PharmD, Associate Professor of Pharmacy Practice

Tom Lodise, PharmD, Associate Professor of Pharmacy Practice

Teresa Lubowski, PharmD, Associate Professor of Pharmacy Practice and Assistant Director, Experiential Education

Meg Malone, Ph.D., FCCP, Professor of Pharmacy Practice

Darius Mason, PharmD, BCPS, Assistant Professor of Pharmacy Practice

Patrick Meek, PharmD, MSPH, Associate Professor of Pharmacy Practice

Carmen Mojica, M.S., PharmD, Instructor of Pharmacy Practice

Anthony Nicasio, PharmD, Assistant Professor of Pharmacy Practice

LeeAnna Obos, B.S., Instructor of Pharmacy Practice

Amit Pai, PharmD, BCPS, Associate Professor of Pharmacy Practice

Nimish Patel, MS, PharmD, AAHIVP, Assistant Professor of Pharmacy Practice

John Polimeni, Ph.D., Associate Professor of Pharmacy Practice

Sarah Scarpace, PharmD, BCOP, *Assistant Dean for Pharmacy Professional Affairs*

Bridget Scoville, PharmD, BCPS, Assistant Professor of Pharmacy Practice

See Won Seo, PharmD, Assistant Professor of Pharmacy Practice

Kimberly Skylstad, PharmD, MPH, Instructor of Pharmacy Practice

# SCHOOL OF PHARMACY & PHARMACEUTICAL SCIENCES

## FACULTY

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### DEPARTMENT OF PHARMACY PRACTICE – Albany Campus Continued

Aimee Strang, PharmD, BCPS, Associate Professor of Pharmacy Practice, *Assistant Dean Pharmacy Academic Affairs and Curricular Assessment*

Terrence Towers, B.S., R.Ph., Coordinator, Community Pharmacy Practice Experiences

Jerry Young, M.S., Instructor of Pharmacy Practice

### FACULTY EMERITI

Barry S. Reiss, Ph.D. *Professor Emeritus of Pharmacy Practice*

George Bailie, PharmD *Professor Emeritus of Pharmacy Practice*

### DEPARTMENT OF PHARMACY PRACTICE – Vermont Campus

Michael Biddle, PharmD, Assistant Professor of Pharmacy Practice

Kathy Boland, PharmD, Associate Professor of Pharmacy Practice

Giselle D'Epiro, PharmD., Assistant Professor of Pharmacy Practice

Kristin DeBellis, PharmD, Instructor of Pharmacy Practice

Clayton English, PharmD, Assistant Professor of Pharmacy Practice

Robert Hamilton, B.S., PharmD, MPH, Professor of Pharmacy Practice and Assistant Dean for Vermont Campus

Judith Nasca, B.S., Instructor of Pharmacy Practice

Sandra Rosa, B.S., R.Ph., Instructor and Coordinator, Experiential Education

Joanna Schwartz, PharmD, Assistant Professor of Pharmacy Practice

Emily Sutton, PharmD, Assistant Professor of Pharmacy Practice

# SCHOOL OF GRADUATE STUDIES

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The School of Graduate Studies facilitates graduate education by promoting standards of academic excellence and by fostering intellectual and professional growth among all students and faculty engaged in graduate education at the College. The School of Graduate Studies coordinates all graduate program offerings, in collaboration with academic departments that house individual graduate programs. The School of Graduate Studies is responsible for providing leadership and oversight in the following areas:

- Graduate student recruitment and admissions for all graduate programs and dual programs with a graduate component; coordination of graduate student orientation
- Graduate student enrollment and maintaining graduate student records
- Review and implementation of new and existing graduate programs, concentrations, and courses; coordination of graduate course offerings, assessment, accreditation reviews and state approvals and resources
- Review and implementation of academic standards for all graduate programs
- Monitoring of graduate student progress, including oversight of thesis progress, selection of thesis committee and fulfillment of graduation requirements

ACPHS offers the following Master of Science and Dual Bachelor of Science/Master of Science degree programs:

## MASTER OF SCIENCE PROGRAMS

### SCHOOL OF ARTS AND SCIENCES

1. **MASTER OF SCIENCE IN BIOTECHNOLOGY (MOLECULAR BIOSCIENCES) (MSB)**

*Note: The College has applied to the New York Department of Education to change the name of this program to MS in Molecular Biosciences  
Department of Basic and Social Sciences/Department of Health Sciences*

2. **MASTER OF SCIENCE IN CYTOTECHNOLOGY AND MOLECULAR CYTOLOGY (MSCT)**

*Department of Health Sciences*

3. **MASTER OF SCIENCE IN CLINICAL LABORATORY SCIENCES (MSCLS)**

*Department of Health Sciences*

### SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES

1. **MASTER OF SCIENCE IN HEALTH OUTCOMES RESEARCH (MSHOR)**

*Department of Pharmacy Practice*

2. **MASTER OF PHARMACEUTICAL SCIENCES (MSPS)**

*Department of Pharmaceutical Sciences (Albany and Vermont)*

## **DUAL BACHELOR/MASTER OF SCIENCE PROGRAMS**

### **SCHOOL OF ARTS AND SCIENCES**

1. **BACHELOR/MASTER OF SCIENCE IN BIOTECHNOLOGY/CYTOTECHNOLOGY (BMBC)**  
*Department Health Sciences*

### **SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES**

1. **BACHELOR/MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES (BMPS)**  
*Department of Pharmaceutical Sciences*

## PROGRAMS OF STUDY

Brief descriptions of each of the graduate programs offered at ACPHS are provided below. Detailed information regarding required and elective courses, sample curricula, additional admissions and academic requirements, and program educational outcomes can be found under each Department and School where the program is housed.

### MASTER OF SCIENCE IN BIOTECHNOLOGY (MOLECULAR BIOSCIENCES) (MSMBS)

**Note:** *The College has applied to the New York Department of Education to change the name of this program to MS in Molecular Biosciences*

The mission of the MS in Molecular Biosciences program is to train outstanding scientists in the basic mechanisms of human health and disease. The program is interdisciplinary, bringing together basic, applied, and clinical scientists from a number of departments to provide students with individualized, cutting-edge biomedical research training. Research areas encompass a broad range of disciplines including molecular genetics, cell biology, biochemistry, pathophysiology, microbiology, immunology, and infectious diseases. The program offers courses in core subjects, laboratory research techniques, ethical conduct of science, and a graduate seminar course. The primary requirement for the MS in MBioS program is the completion of original research and the publication of a thesis describing that research. The program emphasizes the importance of high quality research and is designed to assist students in fulfilling their potential as research scientists.

### MASTER OF SCIENCE IN CYTOTECHNOLOGY AND MOLECULAR CYTOLOGY (MSCT)

The MS in Cytotechnology and Molecular Cytology degree provides students a biomedical and clinical foundation for the preparation and screening of specimens for cell- and molecular-based disease diagnosis. The program is designed for students with an earned BS or BA with satisfactory completion of prerequisites in basic sciences that meet NYSED licensure requirements. Graduates from this program are well-prepared for entry-level careers in diagnostic laboratories, biomedical research, as well as further graduate studies. The curriculum is designed to prepare students for licensure by the Office of the Professions of the New York State Education Department on completion of the Board of Registry Examination administered by the American Society of Clinical Pathology (ASCP). Students certified in Cytotechnology (CT) may qualify for certification in Molecular Biology (MB).

### MASTER OF SCIENCE IN CLINICAL LABORATORY SCIENCES (MSCLS)

The MS in Clinical Laboratory Sciences program is designed for individuals who have an earned baccalaureate degree in science or other discipline with required prerequisite coursework. The first year focuses on the clinical disciplines within the clinical laboratory (e.g. Hematology, Clinical Chemistry, Clinical Microbiology, Immunohematology etc.), combining theory of disease diagnosis and laboratory diagnostic techniques with hands-on practice in manual as well as automated procedures. The additional courses outside the profession courses are intended to provide the student with the tools (statistics, proposal writing) to complete the capstone project and to excel in technical or supervisory positions. The second year of the program provides additional training in the clinical laboratories of hospitals and clinics in the Capital Region. The additional course work builds an expertise in the molecular diagnostic techniques. The Clinical Correlations course is a comprehensive, case study driven integration of the professional courses from the first year. The capstone project is an opportunity for the student to undertake a project relevant to the science and management of the clinical laboratory and to demonstrate understanding of the scientific and regulatory requirements of diagnostic laboratory medicine. This program enables graduates to take the national examination as a Clinical Laboratory Technologist (generalist) (MT(ASCP)) administered by the American Society of Clinical Pathology as well as the opportunity for an additional national certification in molecular biology (MB(ASCP)).

## **BACHELOR /MASTER OF SCIENCE IN BIOTECHNOLOGY/ CYTOTECHNOLOGY (BMBC)**

The dual BS/MS Biotechnology-Cytotechnology degree allows students to pursue two degrees simultaneously, thereby receiving both the BS and MS degree in five years. The program integrates the biological sciences with the medical sciences to give students the ability to enjoy successful careers as medical laboratory professionals and/or scientific researchers.

## **MASTER OF SCIENCE IN HEALTH OUTCOMES RESEARCH (MSHOR)**

The MS in Health Outcomes Research is a degree designed to provide the knowledge and unique skills necessary for evaluating economic, clinical, and humanistic outcomes of medical interventions, with an emphasis on the evaluation of pharmaceutical products and services. The program emphasizes quantitative and analytical methods, assessment, and research in health outcomes. The degree provides fundamental courses in quantitative analysis and econometrics, as well as applied courses in health statistics, health policy, and pharmacoeconomic methods.

## **MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES (MSPS) – Albany and Vermont Campuses**

The MS in Pharmaceutical Sciences program educates students in the scientific disciplines required for the discovery, development and evaluation of new drugs and other pharmaceutical products. The program offers two distinct concentrations in pharmacology and pharmaceuticals with both thesis and non-thesis options.

## **BACHELOR/MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES (BMPS)**

The combined BS/MS in Pharmaceutical Sciences integrates two existing degree programs, allowing students to complete both degrees within five years. The program is focused on educating students in the scientific disciplines required for the discovery, development and evaluation of new drugs. This dual degree fulfills general undergraduate education requirements, and maintains the graduate level academic quality by enhancing the research focus of both programs. Graduates from the program will have opportunities to conduct research in local and regional colleges and universities, in state research and analytical laboratories and in the biotechnology and pharmaceutical research and development sector. Graduates are also ideally positioned to continue graduate education toward a PhD degree or to pursue professional degrees in medicine, dentistry and related fields.

## **GRADUATE ADMISSIONS AND ADMISSIONS CRITERIA**

College-wide admissions standards apply to all graduate programs offered at ACPHS. Specific graduate programs may impose additional admissions criteria as long as they meet the minimum institutional standards described below. Admissions decisions are based on the applicant's previous academic performance, rigor of previous academic programs, standardized test scores, recommendations, career and volunteer experience, and commitment to pursuing graduate education.

The Graduate Faculty and the Graduate Admissions Committee are responsible for developing college-wide admissions standards for all graduate programs, including dual degree programs. All applications to all graduate programs, including dual degree program applications from internal or external candidates and transfer students, are submitted directly to the Office of Graduate Admissions. Offers of admission to all graduate programs, including dual degree programs, are made by the Dean of the School of Graduate Studies.

Applications for admission to graduate programs are reviewed by Program Admissions Committees housed within academic departments. The Office of Graduate Admissions receives and compiles completed applications and provides them to Program Directors and/or Program Admissions Committees. Each graduate program has its own admissions committee staffed by faculty directly involved in the program. The Program Director and Program Admissions Committee reviews the applications and makes recommendations to the Dean of the School of Graduate Studies. The Dean of the School of Graduate Studies is responsible for informing applicants of the admission decision.

## GRADUATE ADMISSIONS CRITERIA

### 1. MASTER OF SCIENCE PROGRAMS

- a. An earned B.S., B.A. or PharmD degree from an accredited academic institution. The earned degree must be in a discipline relevant to the graduate program and all required prerequisite coursework must be completed prior to admission.
- b. A minimum grade point average (GPA) of 3.0 on a 4.0 scale from the earned degree program. Official transcripts for all graduate and undergraduate courses must be submitted. International applicants must submit transcript evaluations by World Education Services (WES) or Education Credential Evaluators (ECE).
- c. Official Score Reports for the Graduate Record Examination (GRE). All of the graduate programs require the standardized GRE. The GRE must have been taken within the past five years. There is no required minimum GRE score for admission, but successful applicants typically score in the top 60<sup>th</sup> percentile.
- d. A minimum of two (2), strong letters of recommendation from professional sources affiliated with disciplines relevant to the graduate program are required. Recommenders should know the applicant well and be familiar with applicant's academic experience and performance.
- e. Demonstrated proficiency in written and spoken English is required. The TOEFL exam is required of all international students who have studied where English is the language of instruction for fewer than ten years. A minimum score of 84 is required on the Internet-Based Test for admission consideration.
- f. All candidates must complete an on-site or telephone interview with the Program Admission Committee prior to admission.

### 2. DUAL BACHELOR OF SCIENCE/MASTER OF SCIENCE PROGRAMS

- a. Internal ACPHS students or external transfer students may apply for admission to dual degree BS/MS programs. Applicants must complete at least one academic year of college-level coursework to be eligible to apply. An earned degree is not required, however, all prerequisite coursework required for the year of entry must be completed prior to admission.
- b. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in all completed coursework and official transcripts for all graduate and undergraduate courses must be submitted. International applicants must submit transcript evaluations by World Education Services (WES) or Education Credential Evaluators (ECE).
- c. The GRE is not required for admission to dual degree programs at ACPHS. However, a student admitted to a dual degree program who does not maintain the required GPA for progression into the Masters component of the program, is required to take the GRE as a condition of continued enrollment.
- d. A minimum of two (2), strong letters of recommendation from professional sources affiliated with disciplines relevant to the graduate program and who know the applicant well and are familiar with applicant's academic experience and performance must be submitted.
- e. Demonstrated proficiency in written and spoken English. The TOEFL exam is required of all international students who have studied where English is the language of instruction for fewer than ten years. A minimum score of 84 is required on the Internet-Based Test for admissions consideration. All candidates must complete an on-site or telephone interview prior to admission.

### **3. TRANSFER CREDIT**

Up to nine (9) credit hours of graduate level coursework may be transferred to ACPHS from other accredited academic institutions, subject to the approval of the Dean of the School of Graduate Studies. To be considered for transfer credit, courses must have been taken in the past seven (7) years. Only courses where applicants have earned grades of B or higher will be considered for transfer credit. Courses graded on a pass/fail basis will not be accepted for transfer credit. Official transcripts of the coursework must be submitted for consideration of transfer credit.

### **INTERNAL TRANSFER TO GRADUATE PROGRAMS**

Graduate students currently enrolled in a graduate program at ACPHS may apply for transfer to another graduate program at the College. Students must complete an application for graduate program transfer. The application includes completing a transfer request form which must be signed by the student's academic or thesis advisor and the current Program Director. The form must be submitted with a cover letter from the student explaining the reasons for the transfer request and with the student's official transcripts to the Office of Graduate Admissions. Upon receipt of the completed transfer request application, the Office of Graduate Admissions will forward the application to the Program Director and/or Program Admissions Committee. The Program Director and Program Admissions Committee reviews the request for transfer into their program and makes a recommendation to the Dean of the School of Graduate Studies. The Dean of the School of Graduate Studies is responsible for informing applicants of the decision regarding the transfer request.

## **GRADUATE ACADEMIC STANDARDS**

All graduate students are required to meet institutional academic standards for graduate education. Specific graduate programs may impose additional academic standards as long as they are consistent with the minimum institutional standards set by the College. Graduate student progress will be reviewed by the Dean of the School of Graduate Studies to determine students' academic status at the end of each academic semester. The School of Graduate Studies will identify students in good academic standing, those in danger of probationary status and dismissal. The Dean of the School of Graduate Studies will inform students in academic difficulty of their academic status, and include Program Directors and thesis advisors in all communications to the student regarding the student's academic status.

### **GPA AND GRADE REQUIREMENTS**

Graduate students must maintain a cumulative GPA of 3.0 or higher to be considered in good academic standing. Students enrolled in a thesis program must also demonstrate satisfactory progress in thesis research as documented by recommendations from the thesis advisor and the grades of related courses to be considered in good academic standing. Students must earn a grade of B or better in all required graduate courses. Students who fail to meet the minimum course grade and GPA requirements will be placed on academic probation.

### **THESIS PROGRESS**

All students enrolled in thesis track graduate programs are required to make satisfactory progress on their thesis research. A recommendation for probation due to unsatisfactory progress in thesis research may be initiated by the Program Director or the student's advisor if it is determined that student's performance to be unsatisfactory regardless of the student's grade-point average. Recommendations for probation due to unsatisfactory progress in thesis research are made in writing to the Dean of the School of Graduate Studies.

### **ACADEMIC PROBATION**

A student will be placed on academic probation if his/her cumulative GPA falls below 3.0, the student earns a grade in a required course below a B, and/or the student has not made satisfactory progress towards completion of the degree. The School of Graduate Studies reviews student transcripts at the end of each academic semester and identifies students in academic difficulty. The Dean forwards the names and academic information along with any recommendation related to lack of progress in thesis research to the Graduate Academic Standards Committee. The committee, in consultation with the Dean, makes decisions regarding probation. Students placed on academic probation will be informed by Dean of the School of Graduate Studies.

Students placed on academic probation remain on probation for a minimum of one academic semester. While on academic probation a student is ineligible for student organization office, participation in intercollegiate athletics and service on College committees. In some cases, financial aid may be jeopardized.

## **REMOVAL FROM PROBATION**

A student placed on academic probation due to a cumulative GPA below 3.0 or course grade below B must restore their semester GPA to 3.0 or above within one semester and the cumulative GPA to 3.0 within two semesters for full-time students, or 12 credit hours for part-time students, to be removed from probation. Students placed on probation due to one or more course grades below a C- must remediate the course(s) prior to being removed from probation. Students placed on academic probation due to unsatisfactory thesis progress may be restored to good academic standing following notification by the advisor or Program Director to the Dean of the School of Graduate Studies that the student is making satisfactory progress on his/her thesis research. Such notification must be received within two regular academic semesters. A student who is not restored to good academic standing by end of the specified time or credit hour requirement may be dismissed from the program. Students removed from academic probation will be informed by the Dean of the School of Graduate Studies.

## **DISMISSAL**

A student may be dismissed from a graduate program for any of the following reasons: (a) failure of the student on probation to correct deficiencies after two semesters (b) repeated failure of the thesis defense or, for students enrolled in a non-thesis option, repeated failure of the culminating experience or special project; (c) Failure to meet published Programmatic, Departmental or College requirements; (d) receiving an F grade in any required graduate courses; e) multiple semesters on academic probation. Students dismissed from a graduate program will be informed by the Dean of the School of Graduate Studies.

## **APPEAL OF DISMISSAL**

A student who has been dismissed from a graduate program may appeal to the Dean of Graduate Studies for reinstatement. The appeal must be made in writing within 14 consecutive days after receipt of the notice of dismissal. The appeal will be reviewed by the Graduate Academic Standing Appeals Committee appointed by the Dean and the committee will make a recommendation of the appeal to the Dean. The Dean will review the appeal and recommendation from the Graduate Academic Standing Appeals Committee. The decision of the Dean is final and will be communicated in writing to the student, the Graduate Academic Standing Appeals Committee, the Graduate Academic Standing Committee, the academic advisor, the Program Director, and the Registrar.

## **COURSE AND THESIS REQUIREMENTS**

A general summary of the course and thesis requirements for graduate programs at ACPHS is given below. Additional information regarding the course and thesis requirements, including timelines and specific programmatic guidelines can be found in the Graduate Student Handbook or from Program Directors.

### **FULL-TIME AND PART-TIME STATUS**

Full-time graduate students must carry a minimum of nine (9) credit hours of didactic course work and/or a minimum of 1 credit hour of thesis research. Part-time students are those that are enrolled in fewer than 9 credits of didactic course work with no thesis credits.

### **REQUIRED AND ELECTIVE COURSES**

Graduate students are required to complete all required and elective coursework for his or her program of study. Course requirements for each program can be found under each Department and School where the program is housed. All graduate students enrolled in thesis programs must successfully complete all required and elective coursework *before* they are eligible to present and defend their thesis. While not explicitly stated in the curriculum, graduate students enrolled in thesis programs are expected to engage in thesis research during the summer months.

### **ACADEMIC AND THESIS ADVISORS**

Graduate students are assigned an interim academic advisor by the Program Director upon arrival at the College. Interim academic advisors are available to assist students with course registration and other program questions until the student has selected a permanent academic or thesis advisor.

Graduate students enrolled in non-thesis programs may request from the Program Director that the interim academic advisor become his or her permanent advisor. Alternatively, graduate students may select a different faculty member as his or her permanent academic advisor. Students must select the permanent academic advisor by the end of the first semester. Program Directors must approve the selection of the permanent academic advisor.

Graduate students enrolled in thesis programs are encouraged to select a permanent thesis advisor as early in their program of study as possible, ideally by the end of the first academic semester. During the graduate student orientation session, graduate students are provided with a listing of available graduate faculty available to serve as thesis advisors for each graduate program. After orientation, additional sessions are scheduled during the first academic semester where graduate students will have the opportunity to meet graduate faculty and learn about their research programs. Graduate students are also encouraged to set up individual meetings with faculty to discuss possible research projects. Thesis advisors for a thesis graduate program must be approved by the Program Director and the Dean of the School of Graduate Studies.

### **THESIS COMMITTEES**

Students enrolled in thesis graduate programs must establish a Thesis Committee. The Thesis Committee is composed of at least three members, including the Thesis Advisor, who serves as Chair of the Committee. The Thesis Advisor, in consultation with the student, identifies appropriate members of the Thesis Committee. The Thesis Committee must be approved by the Program Director and the Dean of the School of Graduate Studies. For most programs, Thesis Committee members are ACPHS Graduate Faculty. However, external faculty or other individuals with expertise related to the thesis project may serve on thesis committees for some graduate programs with approval of the Program Director and Dean of the School of Graduate Studies.

## **PROGRAM OF STUDY**

All graduate students must complete a Program of Study form for their program by the end of the first academic semester, and update the Program of Study at the end of each completed academic semester thereafter. The Program of Study is a listing of required and elective courses that are necessary to fulfill the didactic portion of the degree program, the dates of completion of the coursework or anticipated dates of completion, as well as the grade earned for each course. The Program of Study also outlines the capstone project for non-thesis graduate students or the thesis research project for the thesis graduate students. The initial Program of Study must be approved by the student's Thesis Committee, the Program Director and the Dean of the School of Graduate Studies.

## **THESIS PROPOSAL**

Graduate students enrolled in thesis graduate programs must prepare a Thesis Proposal as part of their thesis research project. The Thesis Proposal outlines, in detail, the student's proposed thesis research project. The Thesis Proposal is prepared by the student, in consultation with his/her Thesis Advisor. The Thesis Proposal must be presented to the Thesis Committee in both oral and written form and be approved by the Thesis Committee and the Program Director. Upon approval of the thesis proposal, students must submit a signed and completed thesis approval form to the School of Graduate Studies. Each program establishes its own timeline for completion of the Thesis Proposal. However, the Thesis Proposal is typically completed during the second academic semester and *at least* one year before thesis defense.

## **THESIS**

Upon completion of the thesis research project to the satisfaction of the student's Thesis Advisor and Thesis Committee, the student must submit a formal MS thesis based on the research. The thesis must be prepared in a style and format specified by the guidelines provided in the Graduate Student Handbook. The thesis must be reviewed and approved by Thesis Advisor and the Thesis Committee prior to scheduling the thesis defense. If deemed necessary, the student may be required to make revisions in the document before the defense is scheduled. The Thesis Committee must certify by a minimum of two-thirds affirmative vote of its membership that the thesis is ready for the thesis examination. Students must be registered for at least one research credit during the semester in which the thesis is being evaluated.

## **THESIS DEFENSE**

The final thesis examination is an oral defense of the student's research and is used to establish the competency of the student in his/her major or related field. The entire examination committee must be present at the final examination. The thesis examination is structured in two parts. During the first part of the thesis defense, the student presents his or her thesis research to a public audience, including members of the ACPHS community, as well as other individuals invited by the Thesis Advisor, the Program Director or the student. The second part of the examination, that immediately follows the presentation, is attended only by the student and the Thesis Committee. During this phase of the examination, the student is required to answer questions from the Thesis Committee. Upon completion of the second part of the examination, the Thesis Committee will then vote on whether or not the thesis and final examination fulfills the requirements for the graduate degree. Only members of the Thesis Committee are eligible to vote, and at least two-thirds of the members of the Thesis Committee must cast affirmative votes in order to for the student to pass the thesis examination. If approved, the thesis and signed thesis approval form is then submitted to the Program Director and the Dean of the School of Graduate Studies. If the thesis examination results in failure, the student will be provided with a written report prepared by the Thesis Committee with copies to the Department Chair, the Program Director and the Dean of the School of Graduate Studies, outlining reasons for the failure and suggestions which may help to resolve the failure. The student is entitled to a second examination which may only be scheduled after the Thesis Advisor certifies in writing to the Program Director that the student has resolved the problems which resulted in the failure. Failure of the second final examination will result in the student being dismissed from the graduate program without the graduate degree.

## **DEGREE COMPLETION AND GRADUATION**

All requirements for a Master of Science degree must be completed within three calendar years for full-time students and not more than seven years, for part-time students. Graduate courses are valid for no more than seven years. Students will be required to repeat courses completed more than seven years before finishing the requirements for a degree. Students who fail to complete requirements for a graduate degree within the specified time period will be dismissed from the program. A student may petition for a time extension to the Dean of the School of Graduate Studies. The petition must include a plan for completion of the degree and letters of support from the academic or Thesis Advisor and Program Director.

Candidates for the Master of Science degree must satisfy all of the academic requirements of the program. The Dean of the School of Graduate Studies verifies that graduate students have completed all degree requirements and approval for conferral of the degree is made by a majority vote of the Graduate Faculty. All degree requirements must be completed in order for students to participate in commencement exercises.

# GRADUATE FACULTY

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All full-time faculty hold academic appointments within an academic department at ACPHS. Full-time tenured, tenure-track or non-tenure track ACPHS faculty at the rank of Assistant Professor or above, from all academic departments, who hold a terminal degree in a discipline relevant to one or more of the graduate programs offered at ACPHS may also be appointed to the Graduate Faculty. Graduate faculty appointments are designated as teaching appointments or research appointments, depending on the academic credentials of the faculty member and/or the role the faculty plays in graduate education. All Graduate Faculty, regardless of the type of appointment, are expected to be actively engaged in matters related to graduate education. In addition to the duties outlined for the specific appointments below, Graduate Faculty are expected to participate in accreditation and peer-review of graduate programs, and serve on Graduate Committees. ACPHS faculty or qualified individuals without graduate appointments may teach graduate courses, serve on graduate program committees and on thesis committees at the discretion of Program Directors and with the approval of the Dean of the School of Graduate Studies.

## 1. TEACHING GRADUATE FACULTY

Teaching graduate faculty contribute to graduate education by developing and teaching didactic courses (including clinical experiences) in the curricula of the graduate programs. Teaching graduate faculty may serve as advisors to non-thesis track MS students. Teaching graduate faculty may serve on graduate program committees (standing or *ad hoc*). Graduate faculty holding a teaching appointment are not eligible to serve as thesis advisors for thesis track graduate students, but may serve on thesis committees.

## 2. RESEARCH GRADUATE FACULTY

The primary role of research graduate faculty is to serve as research mentors and thesis advisors to thesis track graduate students. In addition, research graduate faculty contribute to graduate education by developing and teaching didactic courses in the curricula of graduate programs and serve on graduate committees, including thesis committees.

# GRADUATE FACULTY

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## DEAN OF GRADUATE STUDIES —MARTHA A. HASS, PH.D.

### SCHOOL OF ARTS AND SCIENCES

#### Research Graduate Faculty

Indra Balachandran, PhD, SCT, CFIAC  
Alixer Coleman, PhD, CT (ASCP)  
Martha A. Hass, PhD  
Susan Ludeman, PhD  
Meenakshi Malik, PhD  
Wendy Parker, PhD  
Binshan Shi, PhD, CLT  
Markus Stein, PhD  
Elyse Wheeler, PhD

#### Teaching Graduate Faculty

James Doyle, PhD  
Yuri Kholodenko, PhD  
Dudley Moon, PhD  
Michael Racz, PhD  
Eric Yager, PhD

### SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES

#### Research Graduate Faculty

Stefan Balaz, PhD  
Richard Dearborn, PhD  
Hassan El-Fawal, PhD  
Tamor Fandy, PhD  
Carlos Feleder, MD, PhD  
Karen Glass, PhD  
Arnold Johnson, PhD  
Darius Mason, PharmD  
William Millington, PhD  
Shaker Mousa, PhD  
Marcel Musteata, PhD  
Anthony Nicasio, PharmD  
John Polimeni, PhD  
Jeffrey Voigt, PhD

#### Teaching Graduate Faculty

Robert Hamilton, PhD  
Dorothy Pumo, PhD  
Lauren Purington, PhD  
Haian Zheng, PhD

# GUIDE TO COURSE PREFIXES

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ART	ART
BIOMEDICAL/HEALTH SCIENCES	BHS
BIOLOGY	BIO
BACHELOR OF SCIENCE SEMINAR	BSS
CHEMISTRY	CHE
INTRODUCTORY & ADVANCED PHARMACY PRACTICE EXPERIENCE ROTATIONS	CLK
CLINICAL LABORATORY SCIENCES	CLS
COMMUNICATIONS	COM
CYTOTECHNOLOGY	CYT
ECONOMICS	ECN
ETHICS	ETH
GENERAL	GEN
HEALTH & HUMAN SCIENCES	HHS
HISTORY	HIS
HEALTH RESEARCH AND INFORMATICS	HRI
SOCIAL SCIENCES	HSS
HUMANITIES	HUM
INTEGRATED PROBLEM SOLVING	IPS
LITERATURE	LIT
MATHEMATICS	MAT
MUSIC	MUS
PHARMACY ADMINISTRATION	PAD
PHARMACY	PHD
PHILOSOPHY & RELIGION	PHI
PHARMACY	PHM
PHYSICS	PHY
PHARMACEUTICAL SCIENCES	PSC
PHARMACY SKILLS LAB	PSL
PSYCHOLOGY	PSY
PHARMACOTHERAPY/PHARMACOLOGY/ MEDICINAL CHEMISTRY	PTP
SOCIOLOGY	SOC
UGC	UNION GRADUATE COLLEGE

# ACPHS COURSE DESCRIPTIONS

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Courses with the following prefixes can be used to satisfy the liberal arts requirement: HUM, ENG, ART, PHI, ETH, PSY, HIS, MUS, SOC; as well as BHS 230 and BHS 350. COM courses at the 100 and 200 level can also be used to satisfy the liberal arts requirement.

Courses with a prefix of LIT are cross listed as ENG. Students wishing to have the ENG number appear on their transcript should contact the Registrar's office.

Courses with a "G" at end of prefix and number are graduate courses.

**ART 105** *Introduction to Drawing* (formerly LAS 141). 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)**

**ART 110** *History of Cinema* (formerly LAS 261). 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)**

**ART 210** *Masterpieces of Art* (formerly LAS 118). 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. **(3)**  
**Prerequisite:** HUM 102

**ART 215** *Figure Drawing* (formerly LAS 201). The human figure presents special challenges for the artist. This course 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)**  
**Prerequisite:** Art 105 Recommended

**BHS 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 is well suited for students who want to learn medical terminology in the context of anatomy and physiology. This is an elective for non-BT students. **(3)**

**BHS 205** *Clinical Instrumentation Analysis*. This course covers the principles and operation of a variety of instruments used in clinical laboratories and medical research. The physical and chemical properties of matter that make measurement possible and the application of these principles to analyses involving spectral, electrochemical, chromatographic, colligative and nuclear instrumentation. The laboratory offers hands on experience with the principles and operation of a variety of instruments used in clinical laboratories and medical research. **(3)**  
**Prerequisite:** CHE102/121

**BHS 230** *Sophomore Seminar in Biomedical Technology*. The course facilitates the student's exposure to scientific literature and in developing the ability to critically evaluate the literature in terms of its validity and conclusions. Students are expected to master scientific writing skills, information retrieval, bibliography preparation per accepted scientific convention. Writing skills will be polished and demonstrable through preparation of a research presentation and critique. This is an elective for non-BT students. **(3)**

**BHS 360** *Clinical Anatomy*. This course provides a clinical approach to the understanding of human anatomy. Integration of structure and function of organ systems will be emphasized as a way to comprehend pathologic alterations not only to the organ system but to the body as a whole. This approach will focus on the relevant medical terminology, morphology, physiology, biochemistry and clinical anatomic manifestations of disease. At the conclusion of this course, students will possess an anatomic understanding of the human body as it relates to normal physiologic function as well as disease presentation, progression and treatment. Interpretation of basic anatomic findings likely to be reported in commonly used medical imaging techniques such as CAT and MRI scans will be presented. **(3) Prerequisite:** Bio 121

**BHS 365** *Introduction to Human Pathology*. The purpose of this course is to fill the void between commonly taught descriptive pathology and published treatment guidelines for most common diseases in the US today. This will be accomplished through systemic presentations including topics of pathogenesis, traditional pathologic anatomic alterations, as well as diagnostic and therapeutic mechanisms of major diseases in America. Emphasize will be on pathology as a way to understand the presentation of disease, the diagnosis of disease, and therapeutic outcomes. At the completion of this course, students will be able to interpret the results of frequently ordered laboratory tests( thyroid function tests, liver function tests, arterial blood gases, basic bacterial culture results, basic metabolic and hematologic profiles, lipid profiles, basic serologic tests, and selected molecular diagnostics) in light of common disease states. **(3) Prerequisite:** Bio 121

**BHS 450** *Senior Seminar in Biotechnology*. This is a student-driven course dealing with discussion of contemporary issues and state-of-the-art diagnosis and technology in medicine. The student is required to critically review the literature and present during class time while incorporating knowledge gained through previous years in the didactic and laboratory components. The course culminates in a student-sponsored research symposium open to the college community. The student will be assigned an advisor based on the topic area. **(3)**

**BHS 530** *Independent Study in Biotechnology and Health Sciences*. This is a mentor-student proposed elective course project dealing with contemporary issues in biotechnology and medicine. The student under faculty advisement must submit a proposal to the Department Chair for approval. Approval must also be sought if students wish to use this course for remediation of credits. The topic of the course may be didactic, literature review or laboratory research. Only students in their junior and senior years are eligible. **(1-3)**

**BHS 600 G** *Capstone Project in Health Sciences*. The capstone project is an integrative activity with a variety of final products based on the degree program and type of project undertaken. It is an opportunity for a student to explore an area of particular interest and to gain additional training in one or more areas of the diagnostic laboratory. The scope of the projects will vary based on the clinical site or investigators involved and may include but not limited to clinical correlations, an exhaustive case study presentation, research laboratory projects, new technique verification studies, epidemiologic/infection control analysis and continuing education presentation (written and oral) on emerging disease or technologies. The common elements for each project is the production of a high quality project (research project or exhaustive case studies), the requirement for oral presentation of the final project and review by a committee of three faculty members. **(3)**

**BHS 630 G** *Advanced Good Laboratory Practices and Laboratory Management*. This course provides training in the principles of good laboratory practice for personnel of laboratories who wish to produce test results that are fit for the purpose and which would stand up to the scrutiny of inspection. This allows for the reliability, retrieval and accountability for test results. These procedures are applicable to diagnostic laboratory procedures, research, forensic and in the drug safety and development sector. Topics include safety, Clinical Laboratory Improvement Act of 1988 (CLIA) government regulations, and quality assurance in the laboratory. Students will learn and apply management and quality assurance skills and concepts applicable to different laboratory settings, including specimen collection, and performance per CLIA'88-and /or moderate-complexity testing. Students will also demonstrate competency in a wide variety of techniques used to collect, process and test specimens. **(3)**

**BHS 650 G *Molecular Genetics and Genomics*.** . This focuses on the understanding the heritability and/or molecular basis of disease. Using a wide spectrum of examples this course will illustrate the impact of mutations as found in thalassemias, sickle cell anemia, cystic fibrosis, familial Amyotrophic Lateral Sclerosis and Huntington's Disease as causes of disease. It will also discuss genetics as a predisposing factor, such as in the case of birth defects, breast cancer, Alzheimer's Disease, alcoholism and some autoimmune disorders. Environmentally-induced mutagenesis and carcinogenesis and the role of oncogenes and tumor suppressor genes will be a particular focus of the second half of the course. **(3); Prerequisite:** CHE 311/312 or equivalent

**BHS 652 G *Molecular Genetics and Genomics Lab*.** This laboratory experience will provide hands-on experience with DNA isolation, quantification, and characterization. Activities will include molecular techniques such as DNA and RNA isolation, RT-PCR, Northern and Southern blots. Students will also be exposed to the utility of microarrays and bioinformatics in medicine. **(1); Prerequisite:** concurrent enrollment in BHS 650.

**BHS 660 G *Molecular Diagnostics*.** This course is an application of molecular concepts to the identification and of infectious agents, genetic risk of disease, presence and/or occurrence of mutations as a consequence of infections or toxic exposure. The use of genomic profiles as biomarkers associated with cancer and cancer risk, autoimmunity and hereditary disorders, as well as determination of histocompatibility will be discussed and performed. Biotechnology as a diagnostic and investigative tool will be discussed. **(3)**

**BHS 670 G *Flow Cytometry*.** This course introduces the principles and applications of flow cytometry through lectures and laboratory/group work. Major topics include: machine set-up and operation, fluorochromes and fluorescence, spectral overlap and compensation, experimental design, data collection and multi-parameter analyses, immunophenotyping, research application, clinical applications and disease diagnosis. **(2) or (3)**

**BHS 675 G *In situ Hybridization*.** This course is an introduction to the theory and application of molecular hybridization and *in situ* hybridization techniques. Selection of probes, their application and appropriate detection systems will for both RNA and DNA *in situ* hybridization techniques will be discussed in lecture and laboratory. A focus of the course will be the applications of hybridization techniques to the diagnosis and prognosis of human disease. **(2)**

**BHS 680 G *Research Methods and Thesis Proposal*.** The objective of this course is to educate the student in research skills experimental design necessary for analysis of peer-reviewed studies, regulatory reports and for conducting independent research, including preparing a satisfactory research proposal. Students will gain, through hands-on experience, exercises, and examination, the ability to develop a research proposal Students will use primary literature to study an area of research and develop skills to recognize gaps in the area under study, propose alternatives not addressed by the published literature, and formulate questions raised by published reports and the statistical analyses. Students will also be able to design experiments incorporating appropriate statistical analysis that can withstand appropriate peer review. **(3)**

**BHS 701 G *Master's Thesis I*.** In consultation with the Department Chair and Program Director, the student will identify an appropriate area of research and mentor. The student will develop a research proposal per Department Graduate guidelines. The specific topic and nature of the research will be determined by the student and mentor who will seek approval from the Chair. On receiving approval, a committee of no less than three individuals, internal or external, will be constituted to act in an advisory capacity and for the proposal defense. On successful defense of the proposal the student will commence the research. Studies involving humans must be approved by the College's IRB. Studies involving animals must be approved by IACUC. Projects involving data collection and management must adhere to GLP requirements. **(3)**

**BHS 702 G *Master's Thesis II*.** This is a continuation of the approved proposed research project. Depending on the project and timely collection of data, the student, following an update presented to his advisory committee, may proceed with finalizing the thesis report. **(3)**

**BHS703 G** *Master's Thesis III*. Students may register for this course to complete their research project and thesis publication. **(3)**

**BHS 705 G** *Contemporary Issues in Infectious Disease*. Microbial agents are among the most adaptive organisms that precipitate diseases. Because of this rapid adaptation they pose a challenge to effective therapy. This course explores contemporary microbial challenges such as HIV, West Nile Virus, HPV, multi-drug resistant TB, malaria and MRSA. Therapeutic strategies, whether through vaccination or new drug development, will be discussed through a case study approach and reading of current literature. This is an elective for non-BT students. **(3)** Prerequisites: BHS250 or equivalent or permission of the Instructor.

**BHS 825 G** *Nanotoxicology*. Advances in drug formulations, cosmetics and manufacturing processes has embraced the use of nanoparticles as an efficient means for targeting biological and engineering processes. Nevertheless, based on our understanding of the toxicity of particulate matter and the altered physiochemical properties of these material, there is concern over the impact of naturally occurring and manufactured nanomaterials on human and ecological health. **(3)**

**BHS 830 G** *Grand Rounds in Pathology*. Case presentations and discussion in surgical pathology, forensics, and radiation oncology in the medical grand rounds format. This one credit course will have a series of sessions with pathologists and/ or other specialty physicians from hospitals in the Capitol District presenting a series of interesting cases. The presentations will illustrate patient symptomatology ,the entire process of diagnostics and patient management and clinical outcomes thus integrating diagnostic testing and their critical role in optimal patient outcomes. **(1)**

**BIO 101** *General Biology I*. This course emphasizes critical thinking and scientific analysis while dealing with 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. Laboratory exercises concentrate on the scientific process and method while examining cell structure, tissue structure, molecular genetics and biotechnology. The themes of self-discovery and individual scientific investigation run throughout this course. This is the initial course in biological sciences for BS students. Course prerequisites requiring BIO 101 are also satisfied by BIO 111 and vice versa. **(4);** Lecture and Laboratory

**BIO 102** *General Biology II*. This course continues to emphasize critical scientific thinking while focusing on the principles of evolution, the diversity of animal life and the complex interactions that occur between organisms and their environment. Major topics covered include evolutionary theory, a phylogenetic survey of animals, an introduction to the comparative physiology of the major vertebrate organ systems. The final area covered in the course is Ecology. Topics in this section include population ecology, community ecology, ecosystems, biomes and a discussion of the future challenges to the biosphere. Laboratory exercises continue to concentrate on scientific thinking and self-discovery. This is the second course in the biological sciences for BS Students. Course prerequisites requiring BIO 102 are also satisfied by BIO 121 and vice versa. **(4); Prerequisite:** BIO 101 or permission of the instructor. Lecture and Laboratory

**BIO 111** *General Biology I*. This course 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, protista, fungi, nonvascular and vascular plants. Laboratory exercises concentrate on cell structure, tissue structure, molecular genetics and biotechnology. This is the initial course in biological sciences for PharmD students. Course prerequisites requiring BIO 111 are also satisfied by BIO 101 and vice versa. **(4);** Lecture and Laboratory

**BIO 121 *General Biology II*.** This course focuses on the diversity of animal life and the complex interactions that occur within and between organisms with a strong emphasis on human systems. 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. This is the second course in the biological sciences for PharmD students. Course prerequisites requiring BIO 121 are also satisfied by BIO 102 and vice versa. **(4); Prerequisite:** BIO 111 or permission of the instructor; Lecture and Laboratory

**BIO 156 *Nutrition*.** This one semester course will teach the fundamental concepts of nutrition relevant to contemporary issues in health. It will present an inter-disciplinary approach by integrating knowledge from the fields of anatomy, physiology, chemistry and microbiology. Food balancing and the selection of nutritionally adequate diets will be examined. The effects of food additives, processing, and the safety of our food supply will be explored. Nutritional changes throughout the lifecycle will also be discussed. Students will be asked to assess and evaluate research and literature in the field of nutrition. **(3)**

**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 210 *Microbiology (formerly BIO 312)*.** The goal of this course is to cover the fundamentals of microbiology and infectious diseases. The first half of the course focuses on the general characteristics of prokaryotes, eukaryotes & viruses and explores the basic concepts in microbial physiology and genetics. The mechanisms by which antimicrobials control the growth of microorganisms are also discussed. The second half of the course examines the causative agents and pathogenesis of infectious diseases caused by medically important bacteria, viruses, fungi and protozoa. Diagnosis and treatment of these diseases are also discussed via clinical case studies to foster active learning by the students. The laboratory component provides hands-on experience to students with sterile technique, staining, various biochemical tests and molecular techniques. **(4)**

**Prerequisites:** BIO 101 or BIO 111, BIO 102 or BIO 121; Lecture and Laboratory

**BIO 213 *Anatomy and Physiology I*.** This lecture course will provide an introduction to the function, regulation and integration of organs and organ systems involved in human physiology. This course will begin with a review of the basic cell and tissue concepts covered in General Biology. Following that will be a detailed discussion of membrane potentials, the anatomy and physiology of the nervous system, major sensory organs, and central nervous system function. This knowledge will then be applied in a discussion of muscle structure and function. Finally the endocrine system and body coordination will be covered. **(3); Prerequisites:** BIO 101 or BIO 111, BIO 102 or BIO 121

**BIO 214 *Anatomy and Physiology I Laboratory*.** **(1); Corequisite:** BIO 213; Laboratory

**BIO 215 *Anatomy and Physiology II*.** This lecture course continues an introduction to the function, regulation and integration of organs and organ systems involved in human physiology. This course will focus on the cardiovascular system, respiratory, renal and gastrointestinal systems. Also dealt with will be aspects of metabolism and temperature regulation. The final section of the course will discuss host defense as a system and then review an integrated approach to the organ systems via the use of clinical case problems. **(3); Prerequisite:** BIO 213 or permission of the instructor

**BIO 216 *Anatomy and Physiology II Laboratory*.** **(1); Corequisite:** BIO 215; Laboratory

**BIO 225 Genetics.** This lecture-based course will cover the basic principles of genetics, primarily as they relate to mammalian and human biology. Major topics to be covered include genomic structure, organization, and function, processes of genetic recombination, DNA mutation and repair, mechanisms of gene regulation, concepts of Mendelian inheritance, selection, genetic mapping, genetic engineering, population genetics, developmental genetics, and model organisms. The role of genetics in human health and disease will also be discussed, with an emphasis on mechanisms, diagnosis, and current treatments for genetic diseases. **(3); Prerequisites:** BIO 101 or BIO 111, BIO 102 or BIO 121, or permission from the instructor.

**BIO 235 Cell Biology.** Students will identify and describe the functions of all the organelles in the cell as they relate to the acquisition and metabolism of energy sources, regulation of the cell cycle, and communication between cells. Case studies, group projects, and the analysis of primary research in modern topics in cell biology such as botox, and stem cell research, and cancer are used to develop an in-depth understanding of cell biology and its role in biomedical science. **(3); Prerequisites:** BIO 101 or BIO 111, BIO 102 or BIO 121

**BIO 236 Cell Biology Laboratory.** In this laboratory course designed to complement the Cell Biology lecture, students will investigate and manipulate cellular reactions involved in energy acquisition, metabolism, and cellular transport. Students will work in groups, applying knowledge gained in lecture to solve problem sets related to the laboratory topics. Students will also participate in discussion of primary research presented in lecture. **(1); Corequisite:** BIO 235 Laboratory

**BIO 240 Virology.** This lecture-based course provides an introduction to the field of virology. Topics presented will include virus structure, viral genetics, steps in viral replication, diseases and pathogenesis, and natural history of a variety of medically important viruses. The discovery and activity of contemporary anti-viral drugs and therapeutics will also be discussed. Case studies, group discussions, and analyses of current scientific literature will be used to foster an in-depth understanding of virology and its relationship to human health. **(3); Prerequisites:** BIO 111, BIO 121, BIO 210

**BIO 290 Undergraduate Research.** This course provides an opportunity for students to obtain a hands-on research experience under the guidance of a faculty member. The number of credit hours and scope of the project undertaken are at the discretion of the faculty member involved. BIO 290 is generally reserved for introductory level experiences and/or smaller scale projects. Students are expected to perform three hours of research related work per credit hour earned. **(1-3); Prerequisite:** permission of the instructor

**BIO 327 Plant Biochemistry and Natural Products.** This course is an introduction to the study of biomedically important molecules derived from plant metabolism usually known as natural products or herbals. The course will provide an overview of the various aspects of natural product research. An emphasis of the course will be the scientific investigation of natural products to evaluate their utility as therapeutic agents in human medicine. An important theme of the course is the integration of knowledge from prior courses in organic chemistry, biochemistry, and physiology. Topics covered include a review of basic plant biochemistry (including photosynthesis), primary plant metabolism, and secondary plant metabolism. Secondary plant metabolites include the polyketides; the phenylpropanoids, polyphenolics, lignins, tannins, flavanoids, isoprenoids, terpenes, and the alkaloids. The later part of the course will focus on the biological effects of natural products especially in human medicine. **(3); Prerequisite:** CHE 255 or CHE 311 and BIO 215 or BIO 314 or permission of the instructor

**BIO 335 Topics in Physiology and 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 215 or 314

**BIO 340 *Microbial Genetics*.** This course will cover fundamental concepts of microbial genetics and will provide an understanding in the structure, maintenance, expression and exchange of genetic materials in microbial cells. In particular, the mechanisms of DNA replication, transcription, translation, and methods for regulation of gene expression will be discussed. The course will also emphasize topics like transduction, transformation, conjugation, transposition and DNA mutation and repair. Application of these concepts to investigate research problems in Bioinformatics and Proteomics is also presented. **(3);**

**Prerequisites:** BIO210

**BIO 350 *Biomedical Laboratory Techniques I*.** In the first course of this series, emphasis will be placed on imparting hands-on training in immunology and biochemistry laboratory techniques and application of these techniques to investigate research problems. Students will be trained in good laboratory practices, lab safety, proper handling of equipment, use of standard protocols, incorporation of appropriate controls, data collection, analysis and interpretation of experimental results. **(3);**

**Prerequisites:** BIO 210; CHE 201/211

**BIO 355 *Biomedical Laboratory Techniques II*.** In the second course of this series, emphasis will be placed on imparting hands-on training in laboratory techniques routinely used in molecular biology and microbial genetics and application of these techniques to develop and investigate research problems. Students will be trained in good laboratory practices, lab safety, proper handling of equipment, use of standard protocols, incorporation of appropriate controls, data collection, analysis and interpretation of experimental results. **(3); Prerequisites:** BIO 210; CHE 201

**BIO 360 *Industrial Microbiology and Bioprocessing*.** This course will introduce students to the cultivation and utilization of microbial cells in commercial bioprocess engineering. Topics for discussion will include: microbial physiology and biosynthetic pathways; biotechnology; fermentation systems and downstream processing; biomanufacturing of fuels, biocatalysts, chemicals, pharmaceuticals, and food products including beer, wine, cheese, and yogurt; biomass, bioremediation and biomining; cGMP regulations and compliance procedures; methods of sterilization and disinfection; and safety procedures. **(3); Prerequisite:** BIO 210

**BIO 365 *Medical Mycology and Parasitology*.** This first half of this course will introduce students to helminth and protozoan parasites of medical and veterinary importance; life cycles, morphology, physiology, taxonomic classification, life cycles, host-parasite relationships, economic and public health aspects and current topics in parasitic diseases. The second half of the course involves a comparative study of the morphology, physiology, ecology, and pathogenicity of medically important fungi. Discussions will include infectious diseases caused by fungi including their etiology, epidemiology, histopathology, diagnosis, and treatment. **(3); Prerequisite:** BIO 210

**BIO 370 *Microbial Physiology*.** Students will gain a fundamental understanding of cellular composition, membrane transport, energy generation, diversity of metabolic processes, growth and cell death, and techniques used to elucidate physiological processes in prokaryotes. **(3); Prerequisites:** BIO 210; CHE 201/211

**BIO 375 *Bacterial Pathogenesis*.** This course will focus on the mechanisms of bacterial pathogenesis along with exploring the fundamental concepts of cellular and molecular basis of host defense against infections. Topics presented will include virulence factors, virulence regulation and evasion strategies utilized by bacteria to escape host defense mechanisms. Special emphasis will be placed on discussion of bio-warfare agents and what makes them highly virulent. Intervention strategies, including vaccination and anti-microbial therapy along with bacterial resistance mechanisms will also be discussed. We will use the assigned text, current literature and case studies to focus on selected model organisms that will introduce the major concepts in microbial pathogenesis. Data analysis from primary literature will form a major component of the course. **(3); Prerequisite:** BIO 210

**BIO 410 *Pharmaceutical Microbiology.*** This course will introduce the principles of microbiology as applied to manufacturing aspects of pharmaceutical industry. It will cover a wide range of topics including the nature of micro-organisms, contamination sources and control, sterilization and disinfection, and sterility testing methodologies. Antimicrobial agents, their modes of action and mechanisms of drug resistance will be discussed in detail. The students will also acquire knowledge of various microbiological assays and evaluation methods of antimicrobials. Drug designing and regulatory requirements for conducting clinical trials will be discussed. Good Manufacturing Practices (GMP), Quality Control (QC), and Quality assurance (QA) in the manufacturing processes of pharmaceuticals based on current regulatory requirements will also be discussed. **(3); Prerequisite:** BIO 210

**BIO 480 *Microbiology Capstone Experience I.*** Microbiology Capstone Experience is an opportunity for students to integrate information from earlier courses and apply the concepts and skills acquired to a microbiology related research problem or an extramural internship experience. The course will assist students in their learning by bridging their classroom knowledge with real world microbiological issues faced by the researchers and health care professionals in academia and/or industry.

Microbiology Capstone Experience is a combination of two senior-level microbiology courses for a total of six credit hours. Students will be required to complete a hypothesis driven independent research project culminating in an oral/written presentation. An approved internship experience in any microbiology or public health laboratory, pharmaceutical industry, or government agency employing microbiologists may be substituted for one semester of Capstone experience. **(3); Prerequisite:** All microbiology Major Core Courses

**BIO 485 *Microbiology Capstone Experience II.*** Continuation of BIO 480. **(3); Prerequisite:** BIO 480

**BIO 490 *Undergraduate Research.*** This course provides an opportunity for students to obtain a hands-on research experience under the guidance of a faculty member. The number of credit hours and scope of the project undertaken are at the discretion of the faculty member involved. BIO 490 is generally reserved for more advanced research projects of students with prior research experience. Students are expected to perform three hours of research related work per credit hour earned. Faculty members may expect students to present their research in venues either internal or external to the college. **(1-3); Prerequisite:** permission of the instructor

**BIO 620 G *Advanced Topics in Microbiology.*** This course will explore various cutting-edge topics in Microbiology through Journal club style presentations of primary literature from high impact peer reviewed journals. Each session will begin with a brief overview of the background information by the instructor followed by critical evaluation of the paper through student presentations and group discussions. The course will be divided in four broad themes. The first theme covers general microbial concepts including bacterial physiology and structure, metabolism and genetics. The second theme will explore the microbial virulence mechanisms, anti-microbials, and antibiotic resistance mechanisms, along with discussing novel prophylactic and therapeutic strategies for important bacterial infectious diseases. The third theme of the course will include the nature and biological activities of viruses, virus-host interactions and some important viral diseases. The last theme will focus on the important advances made in the field of host-pathogen interactions including innate and adaptive immune responses against selected pathogens. **(2 or 3 depending on offering); Prerequisite:** Permission of the instructor

**BIO 630 G *Advanced Cell Biology.*** This graduate level course is designed to present foundational principles as well as cutting-edge developments in key areas of eukaryotic cell biology. Focusing on eukaryotic cell structure and function, topics will include: cellular structures and organelles; cell cycling; signal transduction; gene regulation; and intracellular trafficking. This course will consist of both lectures by faculty in their areas of expertise and small discussion groups that delve more deeply into lecture material and primary scientific literature. Students will be expected to demonstrate their knowledge of course material by participation in discussion groups and by examinations. **(3)**

**BIO 640 G Toxicology.** This course will provide students with a background in general toxicology and will focus specifically on the toxicology of drugs. The course introduction will include basic mechanisms of toxicity, cellular pathology, and a survey of environmental toxicology. The primary focus of the course will be on drug-induced renal, hepatic, respiratory, neurological, cardiovascular, developmental, and reproductive toxicology. Carcinogenic activity of drugs will also be presented. Examples of specific drug toxicity using case studies will be utilized in the course. Regulatory toxicology will also be addressed, as will typical approaches to preclinical and clinical toxicity risk assessment. **(3); Prerequisites:** BIO 215 or PSC 321, CHE 202 or CHE 221

**BIO 650 G Research Design.** This graduate-level course will introduce students to the research methods used in the biological sciences. Topics to be covered include research design, data collection and documentation, critical literature review, preparation of a NIH-style grant application, and academic presentations and publications. Class discussions, workshops, and writing assignments will provide students with opportunities to both practice learned research methods as well as apply these methods toward the design of a potential thesis research project. **(2)**

**BIO 660 G Journal Club.** This course, which is required for all graduate students, is designed to enhance the ability of graduate students to critically evaluate scientific articles published in juried scientific journals. Articles will be selected from current scientific literature in a variety of disciplines in the molecular biosciences, including cell biology, molecular biology, medicinal chemistry biochemistry, microbiology, immunology and infectious diseases. All participants will read and critique the articles. Each student will present at least two articles per semester. **(1)**

**BIO 670 G Research Rotation.** Students will complete two laboratory rotations of seven weeks each in order to facilitate the selection of a thesis research advisor. Students will select a potential mentor based on interests and availability of openings in any given lab. Assignments, based on student preferences, will be made by the program director. Students are expected to spend a minimum of 10 hours per week on laboratory research during the rotation. They are to meet with the faculty advisor at least one hour per week for basic introduction to laboratory principles and practices, and to discuss their research. Students are required to complete reading assignments as directed by the faculty advisor and write a report of the research data and present a ten minute talk summarizing their research at the end of the rotation. **(2)**

**CHE 101/111 General Chemistry I.** This course provides a solid introduction to the science of chemistry with an emphasis on those concepts necessary to understand the chemistry of biological systems. Topics covered include methods of measurement, thermodynamics, atomic and molecular structure, nomenclature, periodic properties of the elements, chemical bonding, molecular geometry, intermolecular forces, chemical reactions and solutions. In the lab component of this course students perform experiments that illustrate lecture topics, develop laboratory technique, and encourage problem solving skills. PharmD students register for CHE 111, BS students register for CHE 101. Course prerequisites requiring CHE 111 are also satisfied by CHE 101 and vice versa. **(4); Lecture and Laboratory**

**CHE 102/121 General Chemistry II.** This course continues to provide a solid introduction to the science of chemistry by applying many of the topics covered in General Chemistry I to new areas. Special emphasis is again placed on those concepts necessary to understand the chemistry of biological systems. Topics covered include properties of solutions, chemical kinetics, chemical equilibrium, and acid-base equilibrium. In the lab component of this course students perform experiments that illustrate lecture topics, develop laboratory technique, and encourage problem solving skills. PharmD students register for CHE 121, BS students register for CHE 102. Course prerequisites requiring CHE 121 are also satisfied by CHE 102 and vice versa. **(4);**

**Prerequisite:** CHE 101 or 111; Lecture and Laboratory

**CHE 201/211 *Organic Chemistry I.*** This course provides a foundation for the study of organic reactions by examining the physical and chemical properties of organic molecules. Areas covered include acid-base chemistry, functional groups, resonance, isomerism, conformations, stereochemistry, charge-distribution and its impact on reaction mechanism, kinetics and thermodynamics, nomenclature, and spectroscopy. The laboratory provides a hands-on experience with methods and instrumentation used in the synthesis, purification and characterization of organic compounds including distillation, crystallization, extraction, chromatography, spectroscopy, kinetics, and polarimetry. The lab also has components in professional writing and ethics. PharmD students register for CHE 211, BS students register for CHE 201. Course prerequisites requiring CHE 211 are also satisfied by CHE 201 and vice versa. **(4); Prerequisite:** CHE 102 or CHE 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. The lab component of this course focuses on the hands-on application and development of experimental techniques designed to develop laboratory skills and promote understanding of the synthesis, identification and purification of organic compounds. PharmD students register for CHE 221, BS students register for CHE 202. Course prerequisites requiring CHE 221 are also satisfied by CHE 202 and vice versa. **(4); Prerequisites:** CHE 201 or CHE 211; Lecture and Laboratory

**CHE 245 *Survey of Organic Chemistry.*** This course is a one semester overview of the basics of organic chemistry. Physical and chemical properties of organic molecules, nomenclature, acid-base chemistry, chemical reactions of various classes of organic compounds, and stereochemistry are some of the topics to be covered. Designed to provide students in health science programs the background and understanding of organic chemical principles, it facilitates future coursework in biochemical and biomedical studies. An associated lab component complements the topics covered in lecture and works to develop laboratory skills. **(4); Prerequisite:** CHE 102 or 121; Lecture and Laboratory

**CHE 290 *Undergraduate Research.*** This course provides an opportunity for students to obtain a hands-on research experience under the guidance of a faculty member. The number of credit hours and scope of the project undertaken are at the discretion of the faculty member involved. CHE 290 is generally reserved for introductory level experiences and/or smaller scale projects. Students are expected to perform three hours of research related work per credit hour earned. **(1-3); Prerequisite:** permission of the instructor

**CHE 311 *Biochemistry I.*** This course introduces students to the basic concepts of biochemistry, reviews the key biomolecules (amino acids, proteins and enzymes, carbohydrates, lipids, nucleic acids, coenzymes, vitamins, and other physiologically and pharmacologically active small molecules), and discusses the key metabolic pathways. The relationship between biological function and chemical structure and reactivity are explored using the fundamental chemical and physical principles. **(3); Prerequisite:** CHE 202 or 211; **Corequisite:** CHE 312

**CHE 312 *Biochemistry Lab I.*** This course introduces students to basic methods and techniques commonly used for biochemical manipulations and analyses. **(1); Corequisite:** CHE 311

**CHE 313 *Biochemistry II.*** This course continues CHE 311 Biochemistry I by discussing some of the more advanced biochemical concepts and phenomena, such as biopolymer structure, signal transduction, fundamental aspects of biotechnology, bioenergetics, molecular biophysics, etc. **(3); Prerequisite:** CHE 311

**CHE 318 *Bioorganic 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 311, BIO 325 or permission of the instructor

**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); Prerequisite:** CHE 221

**CHE 326 *Introduction to 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 345 *Physical Chemistry I.*** This course covers fundamental concepts of physical chemistry including thermodynamics (with applications to chemical and phase equilibria and electrochemistry), and reaction kinetics and mechanisms. Emphasis is on solving qualitative and quantitative problems using a variety of mathematical methods. The concepts are presented in the context of their importance for understanding of biological systems. Examples include qualitative and quantitative applications of these topics of physical chemistry to specific biological and biomedical problems. **(3); Prerequisite:** PHY 222, MAT 211, CHE 121; **Corequisite:** CHE 346

**CHE 346 *Physical Chemistry I Laboratory.*** This course introduces students to methods and reasoning of physical chemistry experiments. Fundamental laws, concepts and mathematical relationships that involve physico-chemical properties of matter and energy are studied in experimental setting. Modern experimental methods (including computerized data collection and treatment) are involved. Techniques of data analysis and numerical modeling are applied. Scientific communication skills are emphasized through formal report writing. **(1) Corequisite:** CHE 345

**CHE 355 *Organic Synthesis.*** This laboratory-based course explores advanced topics in organic synthesis with emphasis on carbon-carbon bond formation, retrosynthetic analysis of complex molecular structures, and chemo-, regio-, and stereoselectivity in organic chemical reactions. Students will apply course concepts in the laboratory by conducting multi-step synthetic sequences that include advanced techniques such as inert atmosphere conditions, analytical and preparative chromatography for purification and analysis and spectroscopic characterization of synthesized products. **(3); Prerequisite:** CHE 221

**CHE 415 *Medicinal Chemistry I.*** 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. **(3); Prerequisites:** CHE 313

**CHE 417 *Medicinal Chemistry II.*** Strategies for drug development, drug and pro-drug 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); Prerequisites:** CHE 415

**CHE 435 *Inorganic Chemistry.*** This course focuses on the structure, reactivity, and applications of inorganic compounds. Characterization methods will also be covered such as IR, UVVIS, and NMR. These compounds are found in many areas such as materials science, environmental chemistry, catalysis, bioinorganic processes, and other fields. **(3); Prerequisite:** CHE 202 or CHE 221

**CHE 450, 452, 454, 456, 458 and 460 Analytical Chemistry.** The analytical chemistry sequence is offered as a series of short courses. Each course presents the use of a set of analytical techniques to solve chemical and biologically based analytical problems. The underlying scientific principles upon which the techniques are based will be used to show why it can be used as an analytical tool. Practical considerations regarding its capabilities and limitations will also be presented. Lab experiments will be performed that illustrate its use in a laboratory environment.

**(variable credits shown below); Prerequisites:** CHE 221

**CHE 450 AC - Foundations (1)**

**CHE 452 AC - Atomic and Molecular Spectroscopy (2)**

**CHE 454 AC - Nuclear Magnetic Resonance (1)**

**CHE 456 AC - Gas and Liquid Chromatography (2)**

**CHE 458 AC - Mass Spectroscopy (1)**

**CHE 460 AC - Miscellaneous Methods (1)**

**CHE 490 Undergraduate Research.** This course provides an opportunity for students to obtain a hands-on research experience under the guidance of a faculty member. The number of credit hours and scope of the project undertaken are at the discretion of the faculty member involved. CHE 490 is generally reserved for more advanced research projects of students with prior research experience. Students are expected to perform three hours of research related work per credit hour earned. Faculty members may expect students to present their research in venues either internal or external to the college. Students completing CHE 490 to satisfy the research requirement of the chemistry program will be expected to do so. **(1-3); Prerequisite:** permission of the instructor

**CHE 523 G Methods in Spectroscopy (formerly CHE 623).** This lecture course covers the theoretical bases of IR, NMR and UV/visible spectroscopies with applications to the elucidation of the structure and function of organic molecules. Included are spectroscopic analyses which focus on biomedical applications including investigations of drug transport, composition of drug formulations, and kinetics of drug metabolism. An overview of chromatographic methods and the coupling of these methods to spectroscopic analyses will also be discussed. **(3); Prerequisite:** CHE 202 or CHE 221

**CHE 640 G Principles of Medicinal Chemistry.** A study of the relationship between drug design and drug action based on the principles of physical organic chemistry and reaction mechanisms. Properties of polarity, bonding, stereochemistry, and acidity will be used to explain how changes in drug structure modulate transport, receptor interactions, enzyme-mediated reactions, drug resistance, DNA interactions, and metabolism. **(3); Prerequisite:** CHE 202 or CHE 221. **Recommended:** PSC 311 or CHE 311

**CLK 799 Introductory Pharmacy Practice Experience Plus (IPPE Plus) – Community Pharmacy.** This experientially-based, 3 credit, elective course will expose students to the basic day-to-day operations of a community pharmacy and is offered on a limited basis to students who have very little or no community pharmacy work experience. The course objectives mirror the CIPPE course objectives with emphasis on communication skills and medication knowledge. This course will be offered at no additional tuition cost to the student and will be evaluated as a Pass with Honors, Pass, Pass with Reservation, or Fail. The grades will be included in the student's record. 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. **(3); Prerequisites:** state issued intern permit (if required), successful completion of CIPPE (CLK 800), and CPR certification.

**CLK 800** *Introductory Pharmacy Practice Experience (IPPE) – Community Pharmacy.* This experientially-based, 3 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 fourth professional year and is a prerequisite for CLK811+. **(3); Prerequisites:** New York State intern permit, which necessitates satisfactory completion of the first professional year curriculum, or equivalent for the State, completing rotation in, and CPR certification.

**CLK 802** *Introductory Pharmacy Practice Experience (IPPE) - Institutional.* This experientially-based, 3 credits, 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 Advanced Pharmacy Practice Experience in the fourth professional year. **(3); Prerequisites:** New York State intern permit or equivalent for the State in which rotation will be completed.

**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 fourth professional year. **(1); Prerequisites:** New York State intern permit or equivalent for the State in which rotation will be completed.

**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 PharmD 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 a 12-month period (May-May) and are subdivided into modules; each student is required to complete six 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 (6 weeks); ambulatory care (6 weeks); institutional pharmacy (6 weeks) and inpatient (6 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, of 6 weeks each, 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; pharmacoepidemiology; pharmacy administration; pharmacy association management; pharmacy database management; pharmacy education and research. **Prerequisites:** Must have successfully completed all required didactic coursework and all IPPEs. Also, successful completion of Top 280 exam and CPR certification.

**CLK 812+ Ambulatory Care Advanced Pharmacy Practice Experience.** This required, 6- week advanced practice experience provides students with practical experience in the setting of ambulatory care. The 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 P4 year. The student must have completed all required courses up to the P4 year. **(6)**

**CLK 928 Public Health Introductory Pharmacy Practice Experience.** This required, 40 hour introductory 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. **(1)**

**CLK 930/931 Institutional and Inpatient Advanced Pharmacy Practice Experiences.** This required, 6-week each, Advanced Pharmacy Practice Experiences provide students with practical experience in the institutional care setting. They include 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. **(6 each)**

**CLS 305 Clinical Hematology.** This course will address the evaluation of blood cells and body fluids in the clinical hematology laboratory. The lecture and laboratory will highlight physiology, pathophysiology and laboratory testing of blood and bone marrow cells, evaluation of hemostasis and hemostatic disorders and the laboratory evaluation of formed elements found in other body fluids. This is an elective for non-BT students. **(4);**

**Prerequisite:** BIO 121

**CLS 306 Urinalysis and Body Fluids.** This course covers the physiology and pathophysiology of renal function and the renal function tests including chemical and microscopic examination of urine. The theory and performance of body fluids analysis will include fecal specimens, spinal fluid and other body fluids. This laboratory experience includes performance of analysis of urine, body fluids, fecal specimens, and semen. Laboratory safety, quality control, and troubleshooting will be emphasized. Clinical correlation of other laboratory results with body fluid results and patient diagnosis is emphasized. **Prerequisite:** BIO 215 and BIO 217 **(2)**

**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. Students will analyze and record laboratory data, comply with all safety procedures and recognize the key role the diagnostic microbiology laboratory plays in determining drug sensitivity, drug resistance and sources of infection. **(4); Prerequisite:** BIO 121

**CLS 322 Clinical Microbiology II.** This course is a continuation of the Clinical Microbiology I and will focus on anaerobic bacteria, mycology, and parasitology. 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)**

**CLS 333 Clinical Immunology.** This course covers basic immunologic theory and concepts in relation to 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, immunoassays, immunofluorescence, microbial serology and autoimmune diseases. Emphasis is placed on problem solving experience with respect to both theoretical and practical applications. **(4); Prerequisite:** BIO 121

**CLS 335 Immunohematology.** This course will apply the immunologic principles to the study of immunohematology including blood groups, transfusion therapy, investigation of transfusion reactions and related pathologic mechanisms. Donor selection, blood processing and handling as well as compliance with all regulatory bodies will be emphasized. Discussion will also include other human tissues available for therapeutic and surgical use. **(4); Prerequisite:** CLS 333

**CLS 345 Clinical Chemistry.** This course applies the biochemical principles to the study of clinical chemistry and its application to diagnosis and treatment of patients. The significance of lipids, carbohydrates, proteins, enzymatic measurements, and acid-base balance as they apply to diagnoses of cardiovascular, pulmonary, renal and metabolic diseases is emphasized through hands-on measurement and correlation with pathophysiology. **(4); Prerequisite:** CHE 311 or equivalent

**CLS 400 Laboratory Management and Education.** This course presents the principles of laboratory administration including the healthcare delivery system in the US, reimbursement methodologies for laboratory testing, accreditation and inspection process, total quality management, principles of adult education, research design and laboratory information systems management. Topics related to organizational theory will be reviewed including supervision, motivation, teamwork development, and diversity in the workplace. **(3)**

**CLS 401; CLS 402 Clinical Practicum I and II.** Students will participate in a number of experiential exercises in various affiliated hospital and laboratory sites. 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. **(9 each)**

**CLS 410 Clinical Correlations.** Through case study and extensive literature review, this course is the culmination of the CLS curriculum. The results of testing in all laboratory disciplines are applied to the diagnosis of the patient, the resolution of pre-analytic, analytic and post-analytic issues and the appropriate management of the clinical laboratory. **(3); Prerequisite:** Senior status

**CLS 520 G Clinical Hematology and Hemostasis.** This course will address the evaluation of blood cells and body fluids in the clinical hematology laboratory. The lecture and laboratory will highlight physiology, pathophysiology and laboratory testing of blood and bone marrow cells, evaluation of hemostasis and hemostatic disorders and the laboratory evaluation of formed elements found in other body fluids. **(4)**

**CLS 525 G Urinalysis and Body Fluids.** This course includes the medical biochemistry of renal function and the interpretation of urinalysis and body fluid (spinal fluid, seminal fluid, and other body fluids) testing. Emphasis is on clinical significance and interpretation of laboratory results, specimen collection and preservation, biochemical test procedures, clinical microscopy and cytology of urine sediment. **(2)**

**CLS 530 G Clinical Immunology.** The content of this course includes development of the immune system, immunoglobulin structure and genetics, antigen-antibody reactions, the major histocompatibility complex and antigen presentation, and immune responses to infectious organisms and tumors. The lecture and laboratory will focus on diagnostic techniques employed in the identification of viral and bacterial diseases and the diagnosis of autoimmune diseases, allergies, immune deficiencies and AIDS. **(4)**

**CLS 535 G Immunohematology.** Immunohematology is the laboratory application of immunologic principles to the identification of appropriate blood and blood products for transfusion and body tissues for transplant. The course will cover characteristics of red cell and white cell specific antigens, donor qualification and blood processing as well as the techniques for identification of auto- and allo-antibodies important to transfusion medicine and transfusion service specific regulations and quality control requirements. **(4)**

**CLS 540 G** *Clinical Chemistry*. 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 and address the elements of clinical chemistry and its application to diagnosis and treatment of patients. The significance of lipids, carbohydrates, proteins, enzymatic measurements, acid-base balance as they apply to diagnoses of cardiovascular, pulmonary, renal and metabolic diseases is emphasized through hands-on measurement and correlation with pathophysiology. **(3)**

**CLS 545 G** *Clinical Instrumental Analysis*. This course focuses on the application of instrumental methods, including spectrophotometry, fluorometry, electroanalytical, and chromatographic methods to the clinical laboratory. Principles of quality control, quality assurance and problem solving will be emphasized. **(2)**

**CLS 550 G** *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. The student will be familiarized with the methods used for transport, processing, identification and reporting of bacteria from specimens taken from the human body. Students will analyze and record laboratory data, comply with all safety procedures and learn to determine drug susceptibility, drug resistance and identify sources of infection. **(4)**

**CLS 560 G** *Clinical Microbiology II*. This course follows similar principles as CLS550, but will focus on the study of medically relevant parasites and fungi. Students will also learn key aspects of mycological, and anaerobic infections. By participating in both classes CLS550 and CLS560 students will become proficient in traditional microbiology, as well as contemporary immune- and molecular-based identification technology. **(4)**

**CLS 670 G; CLS 680** *Clinical Practicum I and II*. Students will participate in a number of experiential exercises in the affiliated hospital and laboratory sites. 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. **(9 credit per semester)**

**CLS690 G** *Clinical Correlations*. Students will evaluate a series of case studies which integrate all disciplines of laboratory diagnostic medicine. The cases will require knowledge of laboratory test result normal, factors that affect the accuracy of laboratory test results, quality management principles, and the ability to integrate diverse information to arrive at a diagnosis, corrective action or quality improvement recommendation. **(2)**

**COM 101** *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 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 102** *Group Communication*. This hybrid course (½ online and ½ face-to-face) is introductory and designed to provide basic understanding of the group dynamic and process. Critical facets of group functioning are studied and experienced to apply key concepts that are relevant to group development, team building, roles, problem-solving, and leadership. These concepts will be examined in a variety of group settings to help students understand critical events which occur in both large or small cohorts. **(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 120 *Introduction to Public Speaking (formerly LAS 241)*.** This interactive, workshop-style course introduces students to the core communication skills required for effective public speaking. Students will learn to design and present messages in two primary genres: speaking to inform and speaking to persuade. Specific skills/topics to be addressed include: verbal and nonverbal delivery mechanics, managing speech anxiety, grabbing attention, organizational structures, language style, Powerpoint design and usage, audience analysis, and job interviewing skills. In addition to scripted messages, students will develop confidence with extemporaneous (improvisational) speaking. **(3)**

**COM 150 *Introduction to Journalism (formerly LAS 144)*.** This course is designed to introduce students to the basic concepts of journalism by exploring and evaluating issues and events occurring during the college years. Students will write at least four articles for Mortar and Pestle 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)**

**COM 171 *American Sign Language I*.** Level 1 is an introductory level course for students with little or no prior experience in Sign Language. Expressive and receptive sign skills will be addressed as well as the manual alphabet for fingerspelling, basic grammatical structures, and how to develop vocabulary through sign production. The students will also learn about various forms of sign language and deaf culture. Class time will be devoted in developing basic conversations and the skills will be practiced in whole group discussions as well as small group exercises and discussions. Signs skills will also be enhanced outside the classroom through grammar and comprehensive exercises. **(3)**

**COM 172 *American Sign Language II*.** Expressive and receptive sign skills will be addressed as well as the manual alphabet for finger spelling, basic grammatical structures, and how to develop vocabulary through sign production. The students will also learn about various forms of sign language and deaf culture. Class time will be devoted in developing basic conversations and the skills will be practiced in whole group discussions as well as small group exercises and discussions. Signs skills will also be enhanced outside the classroom through grammar and comprehensive exercises. **(3); Prerequisite:** COM 171

**COM 175 *Academic Writing and Presentations for ESL I*.** This course is designed for nonnative English speakers who are proficient in English but need to improve their academic writing and presentation skills. Students will gain confidence in academic writing and speaking in order to increase fluency and proficiency. The course will also enable students to develop a practical understanding of the conventions of academic writing and presentations. Students will also have opportunities to work with and get feedback on writing and presentation assignments in other courses. **(3)**

**COM 211 *Spanish for Health Careers I*.** 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)**

**COM 212 *Spanish for Health Careers II*:** The Spanish for Health Careers II is the second course in the sequence that provides students with specific vocabulary, grammar and cultural competencies that will be directly applicable to interaction with Spanish-speaking clients within a health care context. **(3); Prerequisite:** COM 211 or permission of the instructor

**COM 230** *Overcoming Communication Hurdles in Health Care (formerly LAS 251)*. 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); Prerequisite:** COM 115

**COM 242** *Interpersonal Communication (formerly LAS 242)*. This course introduces students to the social scientific discipline of interpersonal communication. Interpersonal communication provides the building blocks from which all larger forms of social organization are created and maintained. Friendships, intimate relationships, families, football teams, juries, hiring committees, PR firms, hospitals, political campaigns, and governments all rely at some level on interpersonal communication. The course is divided into two large units. The first unit covers foundational theories in the area of interpersonal communication. The second unit covers what might be considered "problematic" aspects of interpersonal communication (e.g. conflict, deception, social predicaments). Throughout the course, concepts from interpersonal communication are applied to different health care settings, demonstrating how interpersonal dynamics affect the delivery and receipt of health care. **(3); Prerequisite:** COM 115

**COM 251** *Communication and Conflict*. This course offers a broad overview of the study of conflict from a communication perspective. It introduces students to current theoretical and applied issues in the study of conflict management using social science theories to help explain the process of interacting with others. Specifically, the course examines the nature, causes, and techniques for managing conflict across a wide variety of situations including societal clashes, psychological turmoil, group decision-making, intimate relationships, and organizational interaction. While each of these situations differs in important ways, there are commonalities in how conflict functions across them. We will look at those commonalities to understand the role of communication in conflict. The assignments and class activities focus upon the theories, models, principles, and concepts of conflict and their application to a variety of relationships. **(3); Prerequisites:** COM 115

**COM 305** *Interviewing and Information Gathering*. The purpose of this course is to introduce students to principles of interviewing. Interviewing and information gathering are critical skills for many aspects of health careers; these skills are important for gathering patient information, conducting research interviews, and obtaining employment in the field. Students will learn how to approach interviews both as an interviewer and as the person being interviewed. In this course we will cover how to conduct information gathering interviewing, research interviews (including focus groups), and employment interviews. A heavy emphasis will be placed on opportunities for students to practice applying course materials throughout the semester to achieve the overarching course goal of increasing students' comprehensive set of interviewing skills. **(3); Prerequisite:** Junior Level Standing, or permission of the instructor.

**COM 310** *Persuasion/Social Influence*. Persuasion and Social Influence provides an overview of classical and contemporary approaches to persuasion with an emphasis on health issues. Persuasion principles are fundamental to the field of Health Communication. The class focuses on both persuasion theory and the application of theory to health related issues. It is valuable to understand how persuasion principles operate in all facets of health care, for example audience analysis and evaluation for health campaigns, pharmaceutical advertisements, and interpersonal influences on health behaviors. You will become informed producers and critical consumers of persuasive messages by the end of this course. **(3)**

**COM 315 *Health Campaigns.*** Communication campaigns play an important role in public health and safety. The overarching goal of this course is to examine strategies and outcomes of informative and persuasive health communication campaigns. The course will first provide an overview of the history of campaigns, audience analysis, formative research, theory, design, and evaluation, and second, examination of specific health campaigns. This course will include a hands-on group project designing and implementing a health message intervention that will give students practical experience and will allow students to develop professional communication and teamwork competencies. Principles covered in this course are fundamental to the field of Health Communication. **(3); Prerequisite:** Junior Level Standing, or permission of the instructor.

**COM 320 *Patient-Provider Communication.*** A great deal of health care is delivered interpersonally. When health providers and health consumers interact, they coordinate their social and communicative activities in order to realize the practical goals of a therapeutic partnership. This course exposes students to a range of communicative challenges that health providers and health consumers experience when they interact. Various communication strategies for overcoming these challenges will be discussed and evaluated. Applying an ecological perspective on health care, relationships between macro-level factors (culture, gender, economics) and micro-level factors (interpersonal relationships, interaction) will be discussed. **(3); Prerequisite:** Junior Level Standing, or permission of the instructor.

**COM 330 *Intercultural Communication in Healthcare.*** Modern health care systems require practitioners to provide care to patients with diverse values, beliefs, experiences, and behaviors. This course exposes students to the communication challenges that patients and providers navigate as part of an intercultural therapeutic partnership, with special emphasis on the ways in which health care delivery can be tailored to patients' unique social, cultural, and linguistic needs. The course uses the term "culture" broadly and inclusively, highlighting traditional racial/ethnic cultures (e.g. Middle Eastern), national cultures (e.g. Mexican) and co-cultures (e.g. African American), while also including contemporary notions of cultural membership (e.g. cultures of medicine, cultures of disability, LGBTQ). Key topics include: minority health disparities, health literacy, barriers to health care access, cultural variations in communication style, the use of medical interpreters, traditional and complementary medicine, and culturally-specific media environments that influence health beliefs and behaviors. **(3); Prerequisite:** Junior Level Standing, or permission of the instructor.

**COM 339 *Professional and Technical Writing.*** This hybrid course (½ online and ½ face-to-face) 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, individual and group assignments, students will apply the rhetorical strategies presented in class to situations ranging from the general to discipline/ profession specific. **(3); Prerequisite:** COM 115

**CYT 510 G *Cytopathology of the Female Genital Tract (FGT).*** This course begins as a survey of the cytotechnology profession, its scope of practice and issues of responsibility and ethics. Future trends in the profession and flexibility in adoption of new and novel technologies alongside traditional diagnostic tools will be discussed. Then the course will present the basic principles of cytopathology applied to cellular samples obtained from the female reproductive system. Topics covered are the gross and microscopic anatomy, physiology and pathology of the uterine-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. In the laboratory 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. Cellular changes induced by therapies and environmental entities will be examined and criteria to identify these will be discussed. **(4)**

**CYT 520 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 Gastro-intestinal Tract will be examined. This course will expand on the foundation for identifying and understanding the basic epithelial cell types covered in Cytopathology of the FGT. 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. In the laboratory 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. **(2)**

**CYT 530 G Exfoliative Non-Gynecologic Cytopathology II.** 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 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. In the laboratory 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. **(2)**

**CYT 540 G; CYT 550 G Cytopreparatory Techniques I and II.** This course will develop 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. Likewise, quality control documentation, safety, and standard precautions will be taught and exercised. Students will make a collection of representative slides from a variety of body sites using expired specimens donated from clinical affiliates. **(1 each)**

**CYT 560 G Fine Needle Aspiration Cytology I.** This course will present the basic principles of cytopathology 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, ovary, kidney, adrenal glands and central nervous system 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. In the laboratory 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. **(3)**

**CYT 570 G** *Fine Needle Aspiration Cytology II*. This course will present the basic principles of cytopathology 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 breast, thyroid, salivary glands and lymph nodes will be examined. The course will also include FNA of unusual lesions like: 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. Students will also gain an understanding of basic immunological principles as they pertain to health and disease. In the laboratory 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. **(3)**

**CYT 590 G** *Clinical Practicum I*. This course will consist of a clinical rotation lasting seven weeks. 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, 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)**

**CYT 600 G** *Clinical Practicum II*. This course will consist of a clinical rotation lasting twelve weeks. 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, 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. This second rotation will culminate with the completion of the Capstone Project. **(6)**

**ECN 101** *Introduction to Economics*. The course covers basic economic principles applied to current social issues and problems. Topics covered will typically include inflation, unemployment, wage and price controls, welfare, social security, national debt, health programs, food prices, pollution, crime, mass transit, revenue sharing, multinationals, population, and energy. This course will prepare students to master fundamental economic concepts, applying tools (graphs, statistics, equations) to the understanding of operations and institutions of economic systems. Students will study the basic economic principles of micro and macroeconomics, international economics, comparative economics systems, measurement and methods. **(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 decisionmaking tools will be developed and used. This is the first in a two-course sequence. **(3)**  
**Prerequisites:** MAT145, and MAT 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)**

**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)**

**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

**EDU 301 *Teaching/Learning in Higher Education*.** This is primarily an online course, with four face-to-face meetings, that develops knowledge and skills in various aspects of teaching and learning. Students will analyze and expose the teaching process. In addition, students will participate in didactic teaching moments and shadow a professor/class in session. Theories and styles of learning; personality factors related to learning; and implications of effective intellectual, emotional and social functioning included within the context of structuring education for the adult learner will be studied. The goal of this course is to provide students with the theory and practice behind academia, plus expose pharmacy education and the professorate as a profession. **(3)**

**ETH 115 *Ethics of Belief (formerly LAS 108)*.** 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 that 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)**

**ETH 310 *Bioethics (formerly LAS 225)*.** 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); Prerequisite:** Junior Level Standing or permission of the Instructor

**ETH 510 *Health Care and Human Values (formerly LAS 611)*.** This capstone experience involves readings from literature and current publications that deal with ethical issues in health care and medical research. This course exposes the students to theories of ethical decision making and to works that treat such topics as the responsibilities of the scientist, the use of drugs in our society, cultural communication gaps in health care, health care in the developing world, and euthanasia; it provides the students with the opportunity to explore the ethical dimensions of these topics in written and discussion form. **(3);**

**Prerequisite:** Fifth Year Standing in the PharmD program

**GEN 141 *Introduction to Law*.** This course will introduce students to various aspects of the legal system in the United States. Students will understand the history that formed the foundation for American law and the administration of justice, including a review of Constitutional Law and the evolution of the Supreme Court's review of the Amendments over time. Legislative, Judicial, and Administrative processes will be reviewed. Students will distinguish between civil and criminal cases, review landmark decisions of the U.S. Supreme Court, and study various areas of law in detail including Criminal Law & Procedure, as well as various types of Civil Laws & Procedure, including Family Law, Matrimonial Law and Torts. **(3)**

**GEN 245** *Budo and Sado (formerly LAS 245)*. 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); Prerequisite:** HUM 201

**HHS 401** *Health and Human Sciences Capstone*. **(3); Prerequisite:** Senior level standing in the Health and Human Sciences Program.

**HIS 110** *American Government*. This introductory course is designed to familiarize students with the concepts, principles, procedures, institutions and conflicts essential to American government and politics. The course is divided into four parts: The first part focuses on the basic features of our constitutional structure: the separation of powers, federalism, checks and balances, and limited government. The second part concentrates on the political inputs: public opinion, political parties, and interest groups. The third deals with the three branches of government: Congress, the President, and the Supreme Court. The fourth part focuses on the policy outputs of government, both domestic and foreign. The course will place an emphasis on health policy. **(3)**

**HIS 115** *American Frontier (formerly LAS 278)*. This course analyzes the concept of the frontier in French, Spanish and English colonial histories and how those merged into the United States frontier. Students will explore the mythological icon of the frontier in American history as well as specific political, environmental, and gender elements of the European, Euro-American and Native American frontiers. Last, students will explore water rights, urbanization, the Dustbowl and other elements of the American West, the region most associated with "the Frontier." **(3)**

**HIS 120** *Native Americans Through Their Own Eyes (formerly LAS 275)*. 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)**

**HIS 125** *Southwestern American Indian History (formerly LAS 239)*. 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)**

**HIS 130** *The Indian in American History (formerly LAS 913)*. 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)**

**HIS 140** *Early American History*. The course examines the history of areas that came to compose the United States by 1840, using the East Coast, Southwest and Gulf Coast as areas of emphasis. The majority of the course will be devoted to the formation of the "United States of America" along the Atlantic coast and the westward progression of that country across the North American continent. As a class we will examine the major cultures, demographics, military conflicts, and political and religious structures which shaped the growth of the US before 1840. This course stresses historical content but, just as important, hones critical thinking skills concerning how we as Americans interpret history. **(3)**

**HIS 141 *Modern American History*.** The course examines the history of the United States from 1877 to the present. As a class we will examine the major cultures, demographic shifts, military conflicts, and political and religious structures that shaped the United States during that time. The course stresses historical content but, just as important, hones critical thinking skills concerning how we as Americans interpret history. We will utilize a history text but supplement that not only with primary documents that reflect how people of the time felt about the points we discuss, but also secondary articles interpreting historical events from a modern perspective. Since ACPHS emphasizes health care, a large part of our readings and class discussion will focus on health-related topics, such as the effect Spanish flu had on the United States and the world during the WW I era, or how American reaction to the polio epidemic reflects Cold War policies and attitudes. **(3)**

**HIS 210 *Hitler's Empire (formerly LAS 134)*.** 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); Prerequisite:** HUM 102

**HIS 215 *Vietnam War (formerly LAS 891)*.** 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); Prerequisite:** HUM 102

**HIS 220 *Era of the Russian Revolution (formerly LAS 330)*.** This course examines the rise, dominance and decline of Soviet Communism in the 20th 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 1980s and 1990s 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); Prerequisite:** HUM 102

**HIS 225 *The American Civil War (formerly LAS 265)*.** 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); Prerequisite:** HUM 102

**HIS 230 *America in a Global Context*.** This course explores the relationships between the United States and such regions of the world as the Caribbean, South America, Africa, East Asia, the Pacific Rim, Europe, and North America. Emphasis is on social, cultural, political, and economic interactions over the past two centuries and in the contemporary world. The goal of the course is to illustrate how the United States has always been part of the world, and, at the same time, how the world has always been part of the United States. **(3)**

**HIS 310 *International Relations (formerly LAS 127)*.** 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); Prerequisite:** HUM 201

**HIS 315** *Modern American Foreign Policy (formerly LAS 131)*. 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); Prerequisite:** HUM 201

**HIS 320** *American National Character (formerly LAS 333)*. In this course we look into some of the works, from Tocqueville's *Democracy in America* to Bellah's *Habits of the Heart*, in which travelers, novelists and social scientists have tried to describe, explore and explain the uniquely American character. **(3); Prerequisite:** HUM 201

**HIS 325** *History of the Plagues*. The course examines the history and literature of four plagues: the bubonic plague, the "virgin soil" epidemics of the Americas, the Spanish flu, and AIDS. We will look at physical causes of the diseases, immediate cultural responses, and the way these plagues produced long-lasting effects on local and global cultures, politics, and demographics. **(3); Prerequisites:** HUM102, COM115

**HRI 600 G** *Issues in Global Health*. This course will introduce students to important concepts of the public health fields and critical links between global health and social and economic development. Students will learn about health inequalities and the socioeconomic context of disease. While the course will be global in coverage, its focus will be on the developing world and on the health of the poor. **(3)**

**HRI 610 G** *Experimental Design and Research Methods*. Qualitative research has a long history in the social sciences. Its roots can be traced to anthropology, philosophy and sociology and its use as a method of inquiry goes back to the early decades of the twentieth century. Qualitative approaches are becoming part of alternative forms of research in medicine as practitioners look at the complex health issues that are often confronted. Qualitative research tends to seek answers to problems about which little is known and its aim is to elicit explanations from the "patient's point of view"; thus seeking the *meaning* or the *experience* of the individual. In other words, qualitative methods enable researchers to access areas of inquiry not typically amenable to quantitative research. In contrast, the use of "objective" measures based on diagnostic criteria, whether physiologically or laboratory-based often rely on numbers, but cannot be completely removed from qualitative aspects of a diagnosis. The aim of this course is to introduce some of the qualitative and quantitative research methods currently used in health care research and to explore how they can be appropriately and fruitfully employed. **(3)**

**HRI 620 G** *Diseases and Social Perception*. Diseases have meanings and those meanings translate into the way in which sufferers and society perceive and engage with their disease. Discourse on disease is often most charged when the disease in question threatens to cross borders, socioeconomic, national, or otherwise and, in these instances, the media is often complicit with "othering" the disease in a way that may have very real, material consequences. Examples from recent media coverage that have "otherized" the etiology of diseases, whether the disease covered is SARS as an Asian disease, the swine flu as a Mexican disease, Tuberculosis as an immigrant disease, or HIV/AIDs as a Haitian disease. In addition, effective therapy and support is often hampered by how social perception stigmatizes diseases such as mental illness, autism, Down syndrome and the like. This is no less so in the case of the sufferer's self-image: when a woman undergoes a radical mastectomy, or when one is the victim of a disfiguring accident. The outcome, in terms of disease management and resources, is further influenced by the media's shaping of society's perception of the "disease of the day" through language. Through a look at several case studies and current literature, this course will focus on the ways in which disease takes on meaning and, in many cases, emerges as a signifier for something altogether different. **(3)**

**HRI 630 G** *Global Challenges in Environmental Medicine*. Environmental impact on human health with the development of what often reaches epidemic proportions of concern is not limited to the interaction between an etiological factor and the individual. In fact, what this environment becomes is often determined by human behavior. In a global community, it has become a priority in public health prevention and communication. In an interdependent environment, questions of water and air quality have political and social ramifications, with human health being the victim. The efforts to increase agricultural yields through pesticide and synthetic fertilizer use and chronic illness are no longer issues confined to a village or a limited region. The race for prosperity through industrial development and adoption of the superficial trappings of prosperity are not without their medical consequences. Through the use of case studies, the interplay between culture, geopolitics, ecology and medicine, are explored: from Minamata Bay to the Hudson River to the Faroe Islands; the Amazon to Toms River, New Jersey; the sands of Arabia to Los Angeles; from acid rain to nanoparticles; from the Nile to bottled water. **(3)**

**HRI 640 G** *Leadership and Professional Development for Health Care Professionals*. This course is designed to introduce the skills, concepts and interactions that are critical for the development and enhancement of leadership in the health care workplace. The lectures, discussions and exercises are targeted to physicians, pharmacists, clinical diagnosticians, nurses, biomedical researchers and industrial professionals. Guests and video topics will supplement the course work. The course requires student participation and student presentations. **(3)**

**HRI 650 G** *Current Issues in Health Outcomes*. This course focuses on timely and contemporary issue in health outcomes research. It may include such topics as bioinformatics, regulatory issues, recent discoveries and/or strategies in disease diagnosis, issues of public health and disease prevention based on breakthroughs, translational research, recent drug discovery and or diagnostic tools and the impact of genomics. This course requirement may also be satisfied with courses numbered 600 or higher in other related disciplines depending on the student's interest and background. Other substitutions from other programs must be approved by the department chair. **(3)**

**HRI 660 G** *Evidence-Based Medicine*. In the age of pharmacogenomics and global health care, it has become evident that the traditional paradigm in medical practice and therapeutics is no longer applicable. Scientific evidence has demonstrated that the diversity in our genetic profiles, diet, nutrition, cultural practices, and religious belief impact on our ability to deliver effective therapy, communicate risk of disease, implement preventative measures and predict the efficiency of health outcomes. Through case studies, these convergent issues are discussed. **(3)**

**HRI 701 G; 702 G** *Thesis I-II*. In consultation with the Department Chair and Program Director, the student will identify an appropriate area of research and mentor. The student will develop a research proposal per Department Graduate guidelines. The specific topic and nature of the research will be determined by the student and mentor who will seek approval from the Chair. On receiving approval, a committee of no less than three individuals, internal or external, will be constituted to act in an advisory capacity and for the proposal defense. On successful defense of the proposal the student will commence the research. Studies involving humans must be approved by the College's IRB. Studies involving animals must be approved by IAUCC. Projects involving data collection and management must adhere to GLP requirements. **(3 each)**

**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:** MAT 145, and MAT 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)**

**HUM 101** *The Pre-Modern World*. Humanities 101, the first semester in a required three-course sequence, is an interdisciplinary course that surveys major world intellectual and cultural traditions from pre-history to the onset of the Modern Era (circa 1700 C.E.). We will 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. The study of themes will be employed to engage with the topics of the course including faith and reason, nature and civilization, individual and community, identity and the other, gender, and technology. **(3)**

**HUM 102** *The Modern World*. Humanities 102, the second semester in a required three-course sequence, is an interdisciplinary course that builds upon and incorporates ideas and skills from Humanities 101 as it surveys major world intellectual and cultural traditions from the onset of the Modern World (circa 1600 C.E.) to the middle of the 20th century and the post-World War II world (circa 1950). Students read widely in history, literature, philosophy, fine arts, politics, and economics to develop an understanding of the interrelated forces that shaped dominant cultures across the globe. The study of themes (faith and reason, nature and civilization, individual and community, identity and the other, gender, technology) helps students to engage with the topics of the course and develop critical thinking skills. **(3); Prerequisite:** HUM 101

**HUM 140** *Travel in Literature and Images (formerly LAS 171)*. In this course, students study travel literature and images beginning with Homer's *The Odyssey* and ending with contemporary accounts. Students also create their own travel reports to share with the class during the last few weeks of the semester. This course asks students to consider not only how the act of travel but also how representations of travel can help us to understand ourselves, others, and the world. **(3)**

**HUM 145** *Challenged, Banned, Censored: Visual Art and Literature (formerly LAS 233)*. 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)**

**HUM 155** *African-American Literature and Music (formerly LAS 257)*. 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, soul, and rap) can help us to understand ourselves, others, and the world. **(3)**

**HUM 160** *Fiction and Film (formerly LAS 334)*. 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)**

**HUM 165** *Introduction to Greek Mythology through Literature and Film (formerly LAS 337)*. 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)**

**HUM 201** *The Contemporary World*. Building on the foundation established in Hum 101 & 102, this course presents a thematic approach to understanding contemporary issues and events. This course requires students to employ the themes of faith and reason, nature and civilization, individual and community, identity and the other, gender, and technology to engage with, understand, and evaluate the contemporary world. Topics and areas may include the following: The U.S. in a Global Context, The Middle East, The Digital Revolution, 21st Century Health Issues, The Use of Natural Resources, Nationalism, Religious Fundamentalism, Globalization, The Post-September 11th World, Contemporary Social Movements, as well as other timely topics and/or areas. **(3); Prerequisite:** HUM 102

**HUM 245** *Human Rights in the Age of Genocide*. Designed for students who wish explore the concept of human rights in an era when genocide has become a common warring practice in various regions of the world, this course studies significant genocides of various ethnic and minority groups. The course will look at the universal declaration of human rights and the practices of human rights groups such as Amnesty International, Human Rights Watch and engage the various readings and films/documentaries of genocidal events, the precipitating events and the aftermath of those genocides. **(3); Prerequisite:** HUM 101

**HUM 250** *Visual Art and Literature of the 20th Century. What is “modern?” (formerly LAS 234)*. 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); Prerequisite:** HUM 102

**HUM 255** *Caribbean Literature and Music (formerly LAS 258)*. In this course, students study Caribbean literature and music to understand Caribbean, and especially Afro-Caribbean, experiences and cultures in historical, national, and global contexts. This course also includes a unit on health and health care in the Caribbean. Overall, this course considers how Caribbean literature and music (e.g., calypso, reggae, dancehall, soca) can help us to understand ourselves, others, and the world. **(3); Prerequisite:** HUM 101

**HUM 260** *African Literature, Film, and Music (formerly LAS 252)*. In this course, students study African literature, film, and music to understand African experiences and cultures in historical, national, and global contexts. This course also includes a unit on health and health care in Africa. Overall, this course considers how African literature, film, and music can help us to understand ourselves and others with an emphasis on appreciating the impact of African cultures throughout the world. This course is taught in conjunction with ACPHS’s annual Africana Film Series. **(3); Prerequisite:** HUM 101

**HUM 265** *Changing Images of Asia (formerly LAS 254)*. 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 Asia, particularly Southeast Asia. This course will critically review and examine popular readings about Asia in general and Southeast Asia in particular and feature films based on the readings. **(3); Prerequisite:** HUM 101

**HUM 270** *Japanese Language and Culture I (formerly LAS 240)*. 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); Prerequisite:** COM 115

**HUM 275** *Japanese Language and Culture II (formerly LAS 260)*. In this second introductory course on Japanese, there is a greater emphasis on language with the goal of developing both conversational and reading skills at a solid basic level. With regard to written language, students will be expected to have already learned the hiragana and katakana syllabaries. This course will make extensive use of kana while beginning to learn kanji (Chinese characters). The conversational aspects of language will focus on expanding vocabulary, grammatical structure, and sentence complexity. The language component will require extensive practice by the student outside of class time. The cultural component of the course will involve modern day Japan (post World War II) and interplay between various media and the evolution of the Japanese language. **(3); Prerequisite:** HUM 270 or permission of the instructor

**HUM 280** *Studies in Leadership (formerly LAS 341)*. 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); Prerequisite:** HUM 102

**HUM 285** *Culture and Customs of Senegal*. This course introduces students to the culture and customs of Senegal (West Africa) including the role of culture and customs in health and health care. Although this course can be taken without going to Africa, the course prepares students for a 3-week (June - July) study abroad in Senegal. Students who go to Senegal intern in one of the following areas: healthcare, art therapy, orphan care, women's rights, the environment, or teaching. Pairs of students reside with selected Senegalese families. Activities in the capital Dakar include attending lectures at the West African Research Center and day trips. During a 10-day guided tour of the country, we visit the Holy Sufi City of Touba, small villages, an artist colony, Saloum Delta National Park, and go on wildlife safaris. As determined by a student's program and in consultation with the course instructor and the student's program director, a student in an appropriate year of study can earn 3 credits for this course and then additional credit by fulfilling the course requirements of CLK 803 for IPPE in Patient Assessment credit, CLK 806 for IPPE in Public Health credit, or HHS 401 for Capstone Experience credit. **(3); Prerequisite:** HUM 101

**HUM 386** *Culture, Customs, and Health of Belize*. Although this course can be taken without leaving Albany, this course prepares students for a 2-week study and medical mission in Belize (during the January following the fall semester). During the fall semester, students learn about Belize and give presentations on tropical diseases, developing-world health care, and health conditions specific to Belize. Students also prepare pamphlets and educational skits and practice the basic health-clinic skills they will use in January. In Belize, students immerse themselves in Belizean culture by living with families in San Ignacio (2 or more students per family), attending lectures and workshops, visiting Maya ruins, hiking, caving, and snorkeling the world's second longest barrier coral reef. In villages along Belize's border with Guatemala, students set up and run health clinics, participate in medical home visits, and educate grade-school students about health and hygiene. As determined by a student's program and in consultation with the course instructor and the student's program director, a student in an appropriate year of study can earn 3 credits for this course and then additional credit by fulfilling course requirements of CLK 803 for IPPE in Patient Assessment credit, or HHS 401 for Capstone Experience credit. **(3); Prerequisite:** COM 115, HUM 102

**IPS 301 and IPS 302** *Integrated Problem Solving Workshops I and II*. In the Integrated Problem Solving Workshops students will be required to solve problems which incorporate information from the courses offered during that term as well as previously mastered material. The goal of these workshops is to assist students in mastering course material in an active learning environment and in a manner that develops problem solving skills. These workshops are designed to cross disciplinary boundaries so that students will need information from more than one class to solve the problem and 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 each); (Doctor of Pharmacy students only.)**

**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 a faculty course coordinator. IPS3 will build on the skills that were developed in IPS 1 – 2. The integrated problem solving workshops will integrate information from previously mastered courses with the courses offered during the Fall P2 semester 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.. IPS III will begin to incorporate pharmacology and therapeutic topic areas into a 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); Prerequisite:** IPS 301, IPS 302

**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 a faculty course coordinator. 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. Students will continue to advance the skills learned in IPS 1-3 with respect to evidence-based approaches to clinical cases, writing more complete and sophisticated SOAP notes, and engaging in critical thinking and problem-solving with respect to clinical scenarios which are developed using material taught in the previous and concurrent semester of Spring P2. **(1); Prerequisite:** IPS 301, IPS 302, IPS 401

**IPS 501** *Integrated Problem-Solving Workshop V.* 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 with peers and facilitators and function effectively in small group sessions. The workshops will be led by near-peer leaders or faculty members. IPS V will build upon the problem solving and patient-centered care skills introduced and reinforced in IPS workshops 1 through 4. IPS V assists students in mastering course material in an active learning environment and in a manner that helps to further develop and refine problem-solving skills. Building upon the problem-solving abilities and patient-centered care skills introduced and reinforced in previous IPS workshops, IPS V engages students in discussion of patient-oriented care that requires integration of course material and practice foundations from the previous semesters of the professional curriculum. IPS V is distinguished from previous IPS workshops by offering increasing complex patient case examples for students to be able to practice written and verbal professional communication that utilizes sound therapeutic thought processes and drug information retrieval skills for identifying and resolving medication-related problems in various patient care settings. Emphasis will be placed on the student ability to employ and articulate rational clinical decisions or recommendations that are evidence-based, including a formal written patient assessment and care plan in a formal Subjective, Objective, Assessment, and Plan written "SOAP" note. **(1); Prerequisites:** IPS 301, IPS 302, IPS 401, IPS 402

**IPS502** *Integrated Problem-Solving Workshop VI.* 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 with peers and facilitators and function effectively in small group sessions. The workshops will be led by faculty members. IPS-6 will build upon the problem solving and patient-centered care skills introduced and reinforced in IPS workshops 1 through 5. IP-6 is the sixth and final workshop of the Integrated Problem Solving series. IPS-6 is a continuation of previous workshops in that it will be a small-group, facilitator-led discussion centered around patient care that integrates materials taught previously or concurrently in the required PharmD curriculum. IPS-6, however, is distinguished from previous workshops in that the complexity of patient cases will be enhanced and will require students to present at least one evidence-based professional presentation (seminar component). Cases for IPS-6 will be authored by Pharmacy Practice faculty and include challenging multidisciplinary patient scenarios, therapeutic controversies and actual and potential drug-related problems for students to evaluate. Students will be required to critically evaluate literature to synthesize appropriate evidence-based recommendations that will be presented in small group discussions as well as in individual formal seminar case presentations. The practice of Medication Therapy Management will be reinforced in IPS-6. **(3); Prerequisites:** IPS 301, IPS 302, IPS 401, IPS 402, IPS 501

**LIT 130** *Creative Writing (formerly LAS 133)*. 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)**

**LIT 135** *The Short Story (formerly LAS 212)*. In this course, students read, discuss and interpret the short story as it occurs in one or more periods or places. **(3)**

**LIT 140** *Utopian Literature (formerly LAS 216)*. 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)**

**LIT 145** *Crime and Punishment (formerly LAS 236)*. 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)**

**LIT 150** *Shakespeare (formerly LAS 237)*. 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)**

**LIT 155** *The Novel (formerly LAS 321)*. In this course students read, discuss, and write about world novels. Selections may come from North America, South America, Europe, Africa, and/or Asia. Discussion topics will include themes that illuminate our understanding of the human condition, structural and symbolic devices used by the writers, and historical and biographical contexts. Some attention will be given to defining the novel as a genre and tracing its development over time. Assignments include reading 4 – 6 novels, writing analyses of the novels, and presenting on a comparative thematic topic. **(3)**

**LIT 160** *The Drama (formerly LAS 323)*. In this course, students study a selection of dramatic works ranging from Classical Greece to the present. Students engage with 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)**

**LIT 165** *American Women Writers (formerly LAS 336)*. How many 19th and 20th 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 21st 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)**

**LIT 170** *Chaucer (formerly LAS 331)*. 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)**

**LIT 180** *Native American Mythology (formerly LAS 246)*. 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 world views 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)**

**LIT 210** *English Novel (formerly LAS 117)*. 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); Prerequisite:** HUM 102

**LIT 215** *American Literature Since 1900 (formerly LAS 147)*. 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); Prerequisite:** HUM 102

**LIT 220** *Suicide and/as Literature: East-West (formerly LAS 161)*. 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); Prerequisite:** HUM 102

**LIT 225** *World Masterpieces I (formerly LAS 253)*. 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); Prerequisite:** HUM 101

**LIT 310** *Middle Eastern Literature and Film*. In this course, students study Middle Eastern literature and film to understand Middle Eastern, and especially Muslim, experiences and culture in historical, national, and global contexts. We consider how Middle Eastern literature and film can help us to understand ourselves, others and the world. **(3); Prerequisite:** HUM 201

**LIT 315** *Irish Literature Since 1900 (formerly LAS 413)*. This course considers the literature that emerged from 20th - 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); Prerequisite:** HUM 201

**LIT 320** *The Epic (formerly LAS 311)*. The Epic is a course that focuses on defining and understanding the most ancient written genre of western culture. Students will examine epics from the ancient world to the present and come to an understanding of why the poem being studied is an epic, how this particular epic defines, and in some cases redefines, the genre, and what the universal themes of the piece say about the human condition. Possible epics for analysis include *The Iliad* and *The Odyssey* by Homer, *The Aeneid* by Virgil, *The Divine Comedy* by Dante, and *Paradise Lost* and *Paradise Regained* by Milton. Texts will change each time the course is offered. Some semesters will include the study of an epic and later re-workings of the story in literary history to see how different eras translate old forms and stories for their own times. Assignments will include formal and informal writing, and group and individual oral presentations. The small class size will allow for regular informal discussion. **(3); Prerequisites:** COM 115, HUM 201

**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. **(4)**

**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 of 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)**; Lecture and 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)**

**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 theorems, hypothesis testing on proportions and means, ANOVA, regression analysis and correlation. This course will require statistical applications using computer software. Applications in biology, chemistry, health care and pharmaceutical science will be explored. **(3)**

**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 235** *Differential Equations*. Topics covered include but are not limited to: Linear differential equations, systems of differential equations, boundary value problems, existence theorems, applications to the sciences. **(3)**; **Prerequisite:** MAT 211

**MAT 411** *Randomized Controlled Trial Methods via CONSORT*. The Consolidated Standards of Reporting Trials (CONSORT) encompasses various initiatives developed to alleviate the problems arising from inadequate reporting of randomized controlled trials (RCTs). The main product of CONSORT is an evidence-based, minimum set of recommendations for reporting RCTs. The course, which will outline and detail many of the CONSORT guidelines regarding methods and results, will benefit those wishing to develop a better understanding of the statistical methods commonly found in the RCT literature as well as discerning important analytical components of pharmaceutical research. Topics will include discussions of sample size, power, outcomes, summary of results and statistical methods. **(1)**; **Prerequisites:** PHD 410, MAT 145 or permission of the instructor

**MAT 610 G** *Statistical Inference and Modeling*. This course provides students with a basic knowledge of biostatistics. It includes methods of experimental design and data analysis used to make inference. Topics covered will include confidence intervals, hypothesis testing, multivariable regression, generalized linear models, survival models and analysis of variance. The course will also include a component which introduces the students to statistical programming. **(3)**

**MUS 110** *The World's Music (formerly LAS 247)*. 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)**

**MUS 120** *American Roots Music*. This course explores the musical forms, genres and instruments that uniquely evolved on American soil and serve as the basis of American popular music today. More than just a reflection of the diversity of the American experience, students will make connections to important social, political, historical and literary movements of the 19th and 20th centuries. **(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** *TQM in Health Care*. This course provides students with an overview of total quality management (TQM) theory and techniques. This study of TQM 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 TQM to the delivery of pharmaceutical care. The TQM movement has revolutionized industry during the past 20 years. The manufacturing sector of the U.S. economy was first to adopt TQM processes. The services sector, however, has not embraced TQM to the same extent. The health care services industry has much to gain from the adoption of TQM. 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:** PAD415

**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:** PAD415

**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:** PAD415

**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 365 *Excel Applications for Decision Making.*** Excel Applications for Decision Making is a 3-credit elective course intended to train students to organize, analyze, and present data using MS Excel in order to facilitate decision making. As health care data becomes more available, students will increasingly be asked to arrange, manage, and analyze data in order to better inform decision makers. In this course, students will utilize some of the advanced features of MS Excel software to organize, analyze, and summarize data. Students will then format spreadsheets and create charts to prepare business quality reports. Students will also utilize Excel add-in software to conduct decision modeling with simulations and present results of these analyses. Decision analysis is an analytical technique which allows users to diagram, design, and estimate results of a quantitative decision while testing a variety of assumptions using simulations. **(3)**

**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 372 *Health Insurance for Pharmacists.*** This course will cover the fundamentals of public and private health insurance law, regulations, and operations in the United States. The overall focus will be on policy challenges relevant to pharmacists, health care managers, policy makers, providers and consumers. It will address policy issues affecting structure, performance, and change in the health care system including: roles and responsibilities of Federal and State agencies and associations; roles of Federal and State legislatures and courts; and roles of providers and advocates. The course will also provide students with a detailed introduction of the following: typical questions that a pharmacist may be asked by customers; health insurance operations and how to help customers with their insurance options at the pharmacy counter; how multiple public and private insurances coordinate payment and basics related to insurance billing; as well as issues related to point-of-sale claims processing for pharmacy services. The course will be comprised of class room instruction and discussion, individual research study projects, and a group research project concerning recent changes to health insurance law, regulations, and operations in Vermont and nationally. **(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 or equivalent

**PAD 433 *Profiles in Leadership.*** This elective is designed to introduce students to models of leadership theory through the exploration of case studies in leadership. Various models of leadership will be presented, along with case studies of leadership. Students will analyze case studies to determine how leadership principles are applied. Students will build a personal code of leadership which they will be able to use in their personal and professional lives. Students will also distinguish the unique differences between leaders and managers. **(1); Prerequisites:** Current PharmD Program Student

**PAD 451 *US and Global Healthcare Systems.*** This course presents a systematic comparative analysis of the evolution, administrative structure, finance, and provision of medical care in selected countries throughout the world. Equity/inequity 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 505 *Quality Improvement in Health Care.*** The purpose of this course is to familiarize the student with the concept and the process of Quality Improvement across the Health Care System. Topics to be discussed in this course include the history of quality, leaders and trends in quality and patient safety, measurement and analysis of variation in different environments, and the guidelines for implementing quality management and the continuous quality improvement processes. Additionally, the students will apply knowledge gained by examining the changes that some US Health Care Systems have made and the impact that those changes have had on improving the quality of Health Care to Americans. **(3)**

**PAD 510 *Pharmacy Jurisprudence – Vermont.*** Examines State of Vermont and Federal legal requirements associated with pharmacy practice and operations including regulation of pharmacy personnel, pharmacies, pharmacy departments, controlled substances, dispensing functions, and prospective drug review and counseling. This course will prepare students for the Multistate Pharmacy Jurisprudence examination (commonly abbreviated as the MPJE). MPJE is a standard examination created by the National Association of Boards of Pharmacy (NABP) to help individual state boards of pharmacy assess an individual's competency and knowledge so that he or she may be given a license to practice pharmacy. The MPJE tests knowledge of pharmacy law both state and federal. It is required as a prerequisite for a pharmacy licensure. **(3)**

**PAD 511 *Jurisprudence – New York.*** This course provides an overview of the history of drug law in the United States with an emphasis on New York state law. The current federal and New York state laws are reviewed in depth with a focus on preparing students to pass the MPJE exam® and to practice pharmacy in the state of New York. **(3)**

**PAD 515 *Pharmacoeconomics and Health Policy.*** This is the second course in the sequence of Administration-Management-Economics component of the PharmD curriculum. This course will provide students with an introduction to the principles and techniques of pharmacoeconomics and health outcomes evaluation, and to the methodologies used by decisionmakers and stakeholders to draft and implement health policy. It builds on the economic principles presented in health economics (US and Global Health Care Systems) to describe the major components of the current U.S. healthcare system. Building on that foundation, the course introduces the 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, emphasizing drug therapy, and pharmaceutical services. Examples of some of the economic methods introduced include: cost of illness analysis, cost-minimization, cost-effectiveness analysis, cost-benefit analysis, and decision analysis. Non-economic measures discussed include general and disease specific quality-of-life (QOL) assessments and health status measurement. Students 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. **Prerequisite:** PAD 415

**PAD 521 Pharmacy Administration.** Effective administration in pharmacy is contingent upon an appreciation for and understanding of the pharmacy and all of its stakeholders. This course has been designed to focus on the administrative aspects of the practice of pharmacy. Some of the topics covered include strategic and business planning, operations management including the topics of technology selection and quality management, financial topics include third party contract evaluation, inventory management, and financial analysis, and human resources management. The overall purpose of the course is to prepare students to be knowledgeable about and sensitive to the issues concerning pharmacy from the perspectives of all stakeholders (e.g., providers, manufacturers, employees) and to develop the leadership skills necessary for success in practice. **(3);**

**Prerequisites:** PAD 415, PSC 441

**PAD 615 G Pharmacoeconomics and Health Policy.** This course will provide students with an introduction to the principles and techniques of pharmacoeconomics and health outcomes evaluation, and to the methodologies used by decisionmakers and stakeholders to draft and implement health policy. It builds on the economic principles presented in health economics (US and Global Health Care Systems) to describe the major components of the current U.S. healthcare system. Building on that foundation, the course introduces the 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, emphasizing drug therapy, and pharmaceutical services. Examples of some of the economic methods introduced include: cost of illness analysis, cost-minimization, cost-effectiveness analysis, cost-benefit analysis, and decision analysis. Non-economic measures discussed include general and disease specific quality-of-life (QOL) assessments and health status measurement. Students 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. **Prerequisite:** PAD 415

**PAD 618 G Organizational Management Theory.** Course description will be provided in course syllabus.

**PAD 621 G Pharmacy Administration.** Effective administration in pharmacy is contingent upon an appreciation for and understanding of the pharmacy and all of its stakeholders. This course has been designed to focus on the administrative aspects of the practice of pharmacy. Some of the topics covered include strategic and business planning, operations management including the topic of technology selection and quality management, financial topics include third party contract evaluation, inventory management, and financial analysis, and human resources management. The overall purpose of the course is to prepare students to be knowledgeable about and sensitive to the issues concerning pharmacy from the perspectives of all stakeholders (e.g. providers, manufacturers, employees) and to develop the leadership skills necessary for success in practice. Students will be allowed to practice skills developed in the course through case studies based on different types of practice settings.

**PAD 628 G Human Resources Management.** Course description will be provided in course syllabus.

**PAD 635 G 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.

**PAD 672 G 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.

**PAD 675 G Introduction to Health Systems.** Course description will be provided in course syllabus.

**PAD 681 G *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.

**PAD 693 G *Epidemiology.*** This course covers the principles and methods of epidemiologic investigation including describing the patterns of illness in populations and research designs for investigating the etiology of disease. Introduces quantitative measures to determine risk, association and procedures for standardization of rates. It also reviews application of basic principles and methods in the design and conduct of epidemiologic studies. Topics include the development of research questions; overview of epidemiologic study designs; sampling, sample size, and selection bias; techniques for data collection, sources of secondary data, and the evaluation of measurement and information bias; confounding and effect modification; techniques for simple and stratified analyses; and an introduction to mathematical modeling in epidemiology.

**PAD 715 G *Applied Pharmacoeconomics.*** Course description will be provided in course syllabus.

**PAD 718 G *Issues in Health System Administration.*** Successful administration of a pharmacy practice in a health system requires attention to many issues. Finance and cost-containment, patient safety and quality improvement, government regulations, industry trends and human relations are all significant factors that impact upon the administration of any department in a health system. This course examines the various skill sets required for administration of a health-system pharmacy. Examples of topics discussed in the course include quality and patient safety, formulary and P&T Committee management, budget management, automation and information technology, regulatory and standards compliance.

**PAD 721 G *Research Methods in Pharmacy Administration.*** Course description will be provided in course syllabus.

**PAD 725 G *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.

**PAD 733 G *Thesis in Health Outcomes Research I.*** Students will pursue a thesis project in a health outcomes 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 Thesis in Health Outcomes Research II.

**PAD 741 G *Health Informatics.*** Course description will be provided in course syllabus.

**PAD 746 G *Clinical Trials Management.*** Course description will be provided in course syllabus.

**PAD 751 G *Marketing in Health Care.*** This course will provide students with a basic understanding of marketing in the health care industry, with an emphasis on pharmaceutical sales and marketing. Attention 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 health care 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 health care industry and its customers, and to apply this knowledge in sales and marketing situations.

**PAD 761 G *Health Care Ethics and the Law.*** Course description will be provided in course syllabus.

**PAD 768 G *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.

**PAD 773 G *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.

**PAD 783 G *Thesis in Health Outcomes Research II*.** Students will pursue a thesis project in a health outcomes 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 Thesis in Health Outcomes Research I.

**PAD 791 G *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).

**PAD 810 G *Administrative Research Project*.** This course is designed to integrate the concepts and skills associated with administrative problem-solving learned throughout the MS in Pharmacy Administration program. Students complete a research project addressing an administrative issue in a health service organization. **(Capstone course)**

**PHD 330 *Early Patient Care 1*.** Students must be invited by faculty to participate in this longitudinal, 2-semester course. Student pharmacists will enhance their knowledge and skills to engaging in patient centered care with faculty mentors. Activities include introduction and orientation to patient centered care and MTM, review of therapeutic topics, preparing for patient encounters, completing a comprehensive medication review, documentation of patient care including SOAP notes, physician correspondence and patient medication lists/action plans. **(3); Prerequisites:** Course Instructor Invitation.

**PHD 410 *Drug Information and Biostatistics*.** 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:** MAT145, MAT227

**PHD 430 Early Patient Care 2.** Students must be invited by faculty to participate in this longitudinal, 2-semester course. Student pharmacists will enhance their patient centered care knowledge and skills by engaging in medication management with faculty mentors. Activities include orientation to patient centered care and medication therapy management (MTM), review of therapeutic topics and preparing for patient encounters. Students will shadow then complete patient comprehensive medication reviews followed by patient care documentation including SOAP notes, physician correspondence and patient medication lists/action plans. Students may engage in scholarly activity related to patient care and teaching **(3)**; **Prerequisites:** PHM 329 and Course Instructor Invitation.

**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 530 Early Patient Care 3.** Students must be invited by faculty to participate in this longitudinal, 2-semester course. Student pharmacists will enhance their patient centered care knowledge and skills by engaging in medication management with faculty mentors. Activities include orientation to patient centered care and medication therapy management (MTM), review of therapeutic topics and preparing for patient encounters. Students will mentor P1 and P2 students during completion of patient comprehensive medication reviews followed by patient care documentation including SOAP notes, physician correspondence and patient medication lists/action plans. Students will lead case presentations and discussions with faculty and P1 / P2 students. Students may engage in scholarly activity related to patient care and teaching. **(3)**; **Prerequisites:** PHM 329 and Course Instructor Invitation.

**PHD 541 Pharmacists as Immunizers.** Pharmacy-Based Immunization Delivery is a hybrid course that integrates self-learning, live lecture, and vaccine administration skills assessment that was developed by the American Pharmacists Association in conjunction with the National Immunization Program, Centers for Disease Control and Prevention. The course provides students with the skills necessary to become a source for vaccine advocacy, education, and administration. The core curriculum of the course includes a review of the basics of immunology as it pertains to vaccines, provides immunization education and training, as well as provide the necessary skills to develop a successful immunization service for a wide variety of patients in many different settings. The completion of this course will result in a certificate that satisfies the legal requirement for training needed for pharmacists to immunize in 49 out of 50 states. **(1)**; **Prerequisites:** PSL432

**PHD 556 New Drug Therapies.** In preparation for APPE, board exams, and practice, this course aims to provide P3 students with opportunities to assess the role of newer drugs therapies in the management of various disease states already taught in the PTPM curriculum. Students will participate in weekly learning activities after attending pharmacist-led lectures and case-based discussions that evaluate newer vs. established drugs therapies. Students will practice identifying and evaluating literature/drug information resources to make evidence-based recommendations. The course will be taught by ACPHS Faculty along with pharmacists who are currently participating in a Teaching/Learning Program with ACPHS while completing post-graduate training. **(3)**; **Prerequisites:** P1, P2 and P3 Fall Semester.

**PHI 115 *Religions of Asia*.** This course provides a survey of the major religious traditions of Asia, including Hinduism, Buddhism, Taoism, Confucianism, and Islam. The course emphasizes how each tradition shapes the aims, views, and experiences of the people who participate in them. With each religion we will investigate the following: What are the central texts and practices of each tradition? What are the most important questions that these traditions ask? How have these faiths evolved to the present day? How has each tradition been changed by its encounter with modernity and how has each religion in turn influenced modernity? The course will conclude with a consideration of some of the ways the traditions of Asia have influenced contemporary spirituality and new religions, especially in the West. **(3)**

**PHI 140 *Spiritual Healing (formerly LAS 250)*.** 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)**

**PHI 145 *Critical Thinking (formerly LAS 861)*.** 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)**

**PHI 210 *Comparative Religion (formerly LAS 215)*.** This course will provide a survey of and an engagement with the contemplative or wisdom dimension of four traditions in world religions: Christianity, Buddhism, Native American Religion, and Islam (Sufism). Rather than look at these traditions only from the outside, in a descriptive manner, we will read texts from authors within these traditions who attempt to explain and describe their understanding of the contemplative/meditative dimension of each tradition. From this perspective, fundamental questions will be examined and discussed such as: What is the spiritual psychology of a human being? What is the human heart and what role does it play in human knowing? How does one cultivate a spiritual presence? What is the relationship between the human and the divine? **(3); Prerequisite: HUM 102**

**PHI 240 *Islam and Sufism (formerly LAS 238)*.** 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 theology and ritual. **(3); Prerequisite: HUM 101**

**PHI 245 *Introduction to Buddhism and Meditation (formerly LAS 249)*.** This course will provide an introduction to the world view and practice of Buddhism. This will include the study of key teachings of Buddhism, including the Four Noble Truths; the life of the Buddha; and example texts and teachings from a variety of Buddhist authors. We will also examine different schools/approaches to Buddhism, including Zen Buddhism and Tibetan Buddhism. Additionally, the course will include regular instruction in the practice of meditation and mindfulness techniques. **(3); Prerequisite: HUM 101**

**PHI 250 *Religion as the Search for Meaning (formerly LAS 271)*.** 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); Prerequisite: HUM 102**

**PHI 255 Religion, Philosophy, and Film (formerly LAS 272).** This course will explore examples of contemporary cinema from a wide variety of genres and regions that reflect various dimensions of world religious and philosophical traditions. We will examine and discuss the images, metaphors, and ideas expressed in film as a means to explore and contemplate some of the following questions: What is the sense and purpose of human life? What are the ways that film presents and dramatizes religious or philosophical concepts? What role does religion play in human life or what meaning does it provide? Can film evoke or illuminate religious or spiritual experiences and philosophical insights? Can film be morally, philosophically, spiritually, or religiously educational? Everyone is asked to bring their own questions to bear upon the films and class discussions. Each week we will watch a film in class and students will also be required to participate in ongoing conversations on a discussion board. **(3); Prerequisite:** HUM 101

**PHI 370 Contemplative Studies.** This course will provide a survey of and an engagement with the contemplative, meditative, and ritual dimensions of world religious, spiritual, and philosophical traditions. Topics will vary, but may include contemplative practices from both Western and Eastern traditions, including Christianity, Islam, Buddhism, Taoism, and Native traditions. We will read texts from authors within these traditions who explain and describe their understanding of contemplative practices – practices that have been historically at the center of these traditions. Through critical reading, discussion, and written reflection, students will be asked to consider the ethical and moral implications and outcomes of contemplative practices. This course will also include an experiential component through which students will be introduced to meditation, ritual, or other contemplative practices and may also include visits to local monasteries, groups, or gathering places of the traditions that we investigate. **(3); Prerequisite:** HUM 101, HUM 102, HUM 201, COM 115

**PHI 380/PSC 380 Brain, Mind and Meditation.** The Science and Practice of Mindfulness and Meditation: Meditation and other contemplative practices are increasingly used to reduce stress, improve health, and treat disease. This interdisciplinary course will discuss the neurobiological and psychological basis of these effects and explore the relationship between the brain and the mind as revealed through the theory and practice of meditation. The course will consist of three integrated components. The first component will consider the scientific evidence demonstrating that meditation produces lasting changes in brain anatomy and function and review accumulating research data showing that meditation produces therapeutic effects in chronic pain, depression, drug addiction, and other psychiatric and physiologic disorders. The second component will explore the theory and philosophy behind meditative practices and contemplative techniques drawing from Buddhist and other traditions, used, traditionally, by religious practitioners and, in contemporary society, to reduce stress and improve health and well-being. In the third component of the course, students will be introduced to meditation and other contemplative methods so they can explore, personally, the effects of meditation on the mind. The course will be taught by specialists in neuroscience, religious studies, and mindfulness-based meditation. **(3)**

**PHM 318 Foundations of Pharmacy.** This course provides dynamic introduction to the profession of pharmacy. Coursework is a hybrid combination of online activities and live coursework that is designed to expose students to a comprehensive introduction to pharmacy practice. This course formally introduces the concept of professionalism and serves to initiate the professionalization of all students enrolled in the Doctor of Pharmacy degree program. Students will be required to write summaries and reflections of topics covered over the course of the semester. This course is a prerequisite for the Introductory Pharmacy Practice Experiences (IPPE's). **(1)**

**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 329 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); Prerequisite:** Current PharmD Program Student

**PHM 334 *Environmental Health*.** This course is designed to provide students with an introduction to and overview of the key areas of environmental health. Using the perspective of the population and community, the course will cover factors associated with the development of environmental health problems. Students will gain an understanding of the interaction of individuals, communities, and economic activity with the environment, the potential impact on health of environmental agents, and specific applications of concepts of environmental health. The course will cover principles derived from core environmental health. The sequence of major topics begins with background material and the tools of the trade (environmental epidemiology, environmental toxicology, environmental policy and regulation). The course then covers specific agents of environmental diseases (e.g., microbial agents, ionizing and non-ionizing radiation). Finally, applications and domains of environmental health are addressed (e.g., water and air quality, food safety, waste disposal, occupational health, and injuries). **(3)**

**PHM 429 *Advanced OTC*.** The Advanced OTC course will guide the student pharmacist through an interactive approach to over the counter medications. Students will have the opportunity to take a more in depth look into specific topics while addressing topics not currently covered in the required course: The Pharmacist Role in Self Care. The design of this course is geared towards student pharmacists looking to pursue a career in community pharmacy. **(3); Prerequisites:** PHM 329.

**PHM 435 *Nephrology Patient Care*.** This course introduces the delivery of patient-oriented pharmaceutical care in nephrology. Students gain an understanding of the chronic kidney disease (CKD) public health epidemic and will be able to identify key roles for pharmacists in managing CKD. Students will develop skills in identifying medication-related problems via patient case discussions that simulate real patient-care issues in nephrology. Complications of CKD, healthcare issues, and healthcare dilemmas will be introduced via group discussion and journal club. **(3); Prerequisites:** PharmD Program P1 Year

**PHM 436 *Drug Interactions*.** This professional elective will introduces students to the mechanisms of drug interactions, the tools required to interpret the drug interaction literature and will provide a series of lectures that stress the more common drug interactions observed when treating specific disease states. The literature interpretation skills and drug interaction knowledge base acquired from this course will help students identify drug interactions, develop a patient specific recommendation to manage a drug interaction and answer drug information questions: important clinical skills for progressing through experiential education and into practice. **(3); Prerequisites:** PharmD Program P1 Year

**PHM 441 *Community Medicine Management*.** Student pharmacists will learn the necessary steps to implement medication therapy management (MTM) patient care programs in the ambulatory setting. Course activities include discussions, literature evaluation, and MTM scenarios to prepare students to develop, implement and assess patient care programs. Students will be eligible to earn the national APhA MTM certification following completion of this course and their APPE rotations. **(3); Prerequisites:** PHM 225, PHM 329, NY State Intern Permit

**PHM 459 *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). **(3); Prerequisites:** BIO 325, CHE 113 and concurrent BIO 411, 412, 421 or 422

**PHM 525 *Advanced Nephrology.*** This course introduces topics that will enable students to have an in-depth understanding of contemporary issues in nephrology. It will enable them to participate in a nephrology APPE in an advanced and effective manner and will engender interest in a nephrology residency or fellowship. Students will participate in small group discussions on topical aspects of clinical nephrology, lead and participate in journal clubs with faculty, and be responsible as near-peer instructors for components of the Nephrology Patient Care elective. The Advanced Nephrology elective will be run for one 2-hour session each week to coincide with the Nephrology Patient Care elective. **(2); Prerequisite:** PSL 302, PHM 329, PTP 525 B or better OR completion of clinical and translational research elective OR independent research elective in nephrology

**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 PharmD 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); Prerequisites:** current P2 or P3 pharmacy or 4<sup>th</sup> year BS student status

**PHM 540 *Pediatric Pharmacotherapy.*** Students enrolled in Pediatric Pharmacotherapy will receive an overview of common issues related to drug therapy in the infant and child patient and develop a level of understanding appropriate for that of a general pharmacist practitioner. The infant and child patient is often one that poses unique challenges to the pharmacist owing to rapid and substantive changes in physiology, behavior, communication, and understanding. These changes often necessitate flexibility and resourcefulness on the part of the pharmacist to assess his or her patient and arrive at sound drug therapy decisions that are specific for the infant or child. Aside from the uniqueness of the infant or child patient, these decisions are often complicated by a lack of adequate evidence-based medicine, difficulty in communications with the parent or caregiver, and societal misunderstandings and beliefs regarding the healthcare of children. The course objectives will be met by way of a student-centered approach utilizing a mixture of problem- and team-based learning. By way of a longitudinal, virtual patient management model, the Instructor will introduce topics related to the health care of infants and children. Students will be responsible to a large extent for the new knowledge acquired during the course. **(3); Prerequisites:** current P3 pharmacy student status

**PHM 545** *Interprofessional Health Care Issues*. This course is offered to the students of ACPHS and other local professional schools, such as Albany Medical College, Sage College Department of Nursing, Albany Law School, or others. The AACP Council of Faculties Interprofessional Education [IPE] Task Force defines interprofessional education as follows: "Interprofessional education involves educators and learners from 2 or more health professions and their foundational disciplines who jointly create and foster a collaborative learning environment. The goal of these efforts is to develop knowledge, skills, and attitudes that result in interprofessional team behaviors and competence (1)." This course is designed to facilitate interactive group discussion about health care issues, using nonfiction literary works or themes collections of lay media and medical literature as a background for understanding the role of various professions, opportunities for collaboration, lessons from history that may be relevant to contemporary practice. The health care issue of focus may change each semester. Examples of health care issues may include historical issues of public health importance such as infection (Spanish influenza; H1N1; HIV, etc); immunization; natural disasters and emergency preparedness (Hurricane Katrina; 911 Attacks and sequelae; etc). A history of the evolution of the professions is included in the series to provide context for the public health issue at hand. This course is offered to P1 - P3 students by invitation of the course coordinators. (1) Buring SM, Bhushan A, Broeseker A, et al. Interprofessional education: definitions, student competencies, and guidelines for implementation. *Amer J Pharm Ed* 2009; 73 (4) Article 59. **(1); Prerequisites:** Doctor of Pharmacy Candidate

**PHM 546** *Advanced Topics in Infectious Disease*. A course focused on evaluation of contemporary and controversial issues in the pharmacotherapy of clinical infectious diseases. This elective offers material that builds on the foundations of infectious diseases pharmacotherapy offered through the PTP&M-ID course. The course exposes students to the tools necessary to evaluate antimicrobial agents from the late preclinical pharmacokinetic stages through Phase 1, 2a, 2b, 3, and 4 of clinical research (i.e. bench to bedside) as defined and regulated by the U.S. Food and Drug Administration. Advanced topics in infectious diseases examines: 1) evaluation of key antimicrobial pathogens 2) emergence and mechanisms of antimicrobial resistance among; 3) antimicrobial pharmacokinetics/pharmacodynamics; 4) antimicrobial treatment considerations in special populations; and 5) Drug-drug interactions. Illustrative examples of key clinical treatment guidelines from the Infectious Diseases Society of America are utilized to improve understanding of the opportunities and barriers to delivery of optimal healthcare. Students will develop their critical-thinking, primary literature evaluation, and public speaking skills through the participation in pro and con debates on a controversial issue in the pharmacotherapy of clinical infectious diseases. A list of controversial topics in infectious diseases pharmacotherapy will be provided to the students during the first week of the course. **(3); Prerequisites:** PTPM Infectious Disease

**PHM 547** *Critical Care Medicine*. Critical Care Medicine will cover topics ranging from those occurring in an Emergency Department that will result in a patient transfer to an Intensive Care Unit as well as health care issues that require a direct transfer and management in an intensive care unit. We will focus on gaining an understanding of life threatening issues and exploring the Pharmacists role as part of a healthcare team in gaining control over life threatening situations that occur daily in healthcare. Pharmacotherapeutic interventions in critically ill patients care will be emphasized. We will be using case based assessments for evaluation throughout the course. Students will be expected to participate in an active teaching and learning environment along with participation in an individual or group research exercise where they will develop a treatment protocol for use in a critical care situation. The use of patient cases and SOAP notes will be subject to both oral and written presentation as communication as a whole is a key component to practice in this fast paced environment. **(3)**

**PHM 551 Pain Management Pharmacotherapy.** This is an advanced therapeutics course focusing on acute, chronic, and palliative care pain management strategies in the ambulatory care and critical care settings including cancer and non-cancer pain. Included in this introductory course are evidence-based approaches to pain management programs; optimizing chronic pain management; palliative care for the terminally ill drug addict; interface between pain and drug abuse and the evolution of strategies to optimize pain management while minimizing drug abuse; pharmacokinetic opioid monitoring fibromyalgia therapy; chronic nonmalignant pain in primary care; pain management in the hospitalized patient and peripheral neuropathy. Limited time will be spent on Rheumatoid Disease and DMARDs. Class activities will include lecture format, discussion groups, and clinical case deliberations in the medical settings and in legal disputes. Students will be required to review and discuss pain management strategies and will understand pain types, syndromes, the bio-psychosocial model of pain, and make a distinction between chronic and acute pain, the pathophysiology of pain (nociceptive, neuropathic), general overview of diagnostic tools, utilization of imaging reports, recognition of the disconnect between imaging and symptomatology, general overview of treatment options to be considered (noninvasive, interventional, medication management), therapeutics of opioid; geriatric considerations and neurology. **(3); Prerequisites:** P1 and P2 PTPM courses; PSC 341; and PSC 342

**PHM 572 Topics in Family Medicine.** Topics in Family Medicine is a 3 credit hour elective course offered to students in their P3 year that covers a wide range of both inpatient and outpatient family medicine topics including anticoagulation, contraception, hyperlipidemia, hypertension, diabetes, polypharmacy, medication therapy management, and more. The content will be delivered with both didactic lectures and active learning activities. The course is intended to serve as a "bridge" between students' therapeutic modules and experiential rotations. Course activities and assignments will mimic those that students will encounter on rotation, and will include patient case work-ups, formal case presentations, "morning report" presentations, and written drug information responses. Course activities and assignments will allow students to develop their critical thinking, writing, literature evaluation, and public speaking skills. **(3)**

**PHM 576 Concepts in Community Oncology.** Concepts in Community Oncology is a 3-credit hybrid (online/live) elective course designed to develop oral and written communication skills in the student pharmacist that are necessary to deliver effective patient-centered pharmaceutical care to the ambulatory oncology patient. Communicating through writing and public speaking and patient education are skills necessary to interact with both patients and other healthcare providers in direct patient care. Recent trends and newer oral therapies in oncology are geared toward managing patients in an ambulatory setting, enhancing patient convenience. In this ambulatory setting where chemotherapeutic patient self-administration, complicated self-care of managing adverse drug events, and interpretation of cancer literature by the media prevail, the pharmacist plays a key role as an informational resource and educator. Classroom activities will consist of case discussion, and patient counseling exercises based on example real-life patient examples, critique of cancer literature reported in the media, and brief student presentations on new oncology agents and written responses to example patient drug information questions. The online, self-paced portion of the course will consist of weekly pre-recorded lectures and readings to provide the adequate evidence-based information or guidelines on the therapies, cancers, adverse effects, and interview/counseling skills needed for students to successfully participate in the active learning in-class exercises. Students will be exposed to career opportunities in the community and ambulatory oncology by area oncology pharmacists participating in the course, and exposed to the cancer community by a minimum of one field trip to a cancer symptom night support group. Achievement of course objectives will be assessed by completion of the listed activities, active student participation and professional behaviors. The course instructor is located on the Vermont campus and distance technology will be used to transmit to the NY campus. **(3)**

**PHM 590** *Principles of Pharmacogenomics*. This course will provide a wide array of topics in the field pharmacogenomics and explore the growing importance of pharmacogenomics in the delivery and diagnosis pertinent to personalized medicine and therapeutic management. Students will be introduced to genomic concepts in genetic testing, future drug design, study interpretation and clinical therapeutics decision making. The course will be divided into two sections. The first part of the course will examine the application of pharmacogenomics in medicine and drug design. The second part of the course, the student will have the opportunity to apply pharmacogenomics concepts and/or decision making. This will be implemented via a patient case study developed by the student or a written paper illustrating pharmacogenomics influence in medicine. **(2)**  
**Prerequisites:** Doctor of Pharmacy Program P1 year.

**PHM 641 G** *Clinical and Translational Research*. This course will introduce the clinical and translational research paradigm. Translational research includes two areas of translation. One is the process of applying discoveries made in the laboratory (e.g., in test tubes or in animals) to the development of clinical studies using human subjects. The second area of translation refers to research intended to discover how to best apply the clinical findings to the community. This class will introduce research techniques to investigate a hypothesis within the entire continuum of clinical and translational research from "bench to bedside to community". Students will engage in active discussions regarding research methodology, will participate in hands on work in the laboratory and will be required to prepare a scientific abstract.

**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, resume, and placement profile. Students will review the APPE Rotation Manual, which includes the 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 portfolios. 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 APPE options. **(0)**

**PHY 145** *Physics of Sound/Music*. This course is a one-semester introductory level course that discusses fundamental scientific principles of waves, sound, and music. The concepts of energy, harmonic oscillation, resonance, harmonic analysis, interference, diffraction, traveling waves and standing waves are treated quantitatively. Relationship of physical characteristics of sound waves to loudness, pitch, and timbre is discussed. The course requires proficiency in algebra (intermediate level) and trigonometry (elementary level) and credit for a physics course at a high school level or above. **(3)**

**PHY 201/212** *College 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. PharmD students register for PHY 212, BS students register for PHY 201. **(4)**  
**Prerequisite:** MAT 115, MAT 121; Lecture and Laboratory

**PHY 202/222** *College 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. PharmD students register for PHY 222, BS students register for PHY 202. **(4) Prerequisite:** PHY 212; 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); Prerequisite:** MAT 111; Lecture and Laboratory

**PHY 316** *Physics in Nuclear Medicine and Pharmacy*. Nuclear medicine uses the nuclear properties of matter for medical purposes. As a part of the diagnostic procedure, radionuclides (radiopharmaceuticals) are administered and the radiation emitted is used to form images. These images reflect biological processes that take place at the cellular and subcellular level. Nuclear pharmacy is a specialty area of pharmacy practice dedicated to the compounding and dispensing of radionuclides for use in nuclear medicine procedures. This course is a one-semester introductory level course that discusses fundamental principles underlying physical phenomena related to the fields of nuclear medicine and nuclear pharmacy. The topics will include basic atomic and nuclear physics, radioactivity and its decay, methodology of radiopharmaceutical production and instrumentation used for production of radionuclides, radiation detectors, basic ideas of positron emission tomography (PET), radiation dosimetry, radiation protection and safety and fundamentals of health physics. We will discuss examples of clinical applications of nuclear medicine/pharmacy for different systems and diseases. The course emphasizes critical thinking and problem solving skills, and students are expected to become proficient at manipulating the quantities and units used in the radiation sciences. The course will include field trips to local nuclear pharmacy facilities and guest lectures given by local nuclear pharmacists. **(3); Prerequisite:** PHY 222 or PHY 245

**PSC 102** *Seminar in Health Professions*. This seminar course will provide an overview of health and basic sciences based professions. Students will be required to attend seminar presentations given during class time and outside of class to enhance their knowledge of various career pathways. Presentation topics typically include academic research, medical education (MD, DO), physician assistant studies, public health, cytotechnology/clinical laboratory sciences and industrial/pharmaceutical research. As part of this course, students will prepare a resume' including a detailed outline of their plans to enhance their resume' over their time at ACPHS. Students will also prepare a brief oral presentation comparing the advantages and disadvantages of two career options of interest to the student.

**PSC 210 *Pharmaceutical Sciences Research Experience.*** This elective course will allow students to pursue a laboratory-based research. The student and research mentor will work together to define a series of experiments that will achieve the student's individual goals. This course may serve as an initial experience for a student to determine their level of aptitude and interest in pursuing research or, for more senior students, it will support a more detailed investigation of a defined hypothesis. The student will learn the necessary techniques, conduct experiments and analyze data under the guidance of the research mentor. Work on the project may or not be continued in subsequent offerings of Pharmaceutical Sciences Research Experience or, for BSPS students, through enrollment in the Thesis Option of the BSPS program. Students are expected to be actively involved in research or other laboratory work for a minimum of 125 hours for three credit hours of the course (42 hours/credit) and not more than 150 hours over the semester (50 hours/credit). Final grades will be assigned by the course coordinator. **(1-6); Prerequisite:** Permission of the instructor and course coordinator.

**PSC 231 *Real World Health Care.*** This course will discuss the role of healthcare systems in improving human health and compare the US healthcare system to that of various other healthcare systems of the world. Topics will include 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 also focus on the availability of healthcare for people of varying economic and social classes, ethnicity, and with different diseases/ailments. 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); Prerequisite:** none

**PSC 251 *Pharmaceutical Sciences Journal Club.*** This course will enhance the ability of students to critically evaluate scientific articles published in juried scientific journals. Articles will be selected from current scientific literature in a variety of disciplines in the pharmaceutical sciences, including drug delivery, drug development, medicinal chemistry, molecular biology, pharmacogenomics, pharmacology, physiology, biochemistry and pharmaceuticals. Each student will present at least two articles per semester. All participants are expected to read and critique the articles. **(1); Prerequisites:** Permission of the instructor

**PSC 252 *Pharmaceutical Sciences Seminar.*** This course has a rather simple format; students will attend a minimum of ten Department of Pharmaceutical Sciences seminars and meet with course faculty for one hour per week to discuss each seminar. Before each seminar the class will review one or more papers written by the seminar speaker, to enhance understanding of the seminar. After each seminar, each student will write a one page critique evaluating the scientific quality and presentation clarity of the seminar. Weekly classes with course faculty will discuss the students' critiques of the previous seminar and review papers written by the speaker for the forthcoming seminar. Students may also attend relevant seminars offered by other Departments at ACPHS or Colleges in the Albany area with Permission of the instructor. BS in Pharmaceutical Sciences students may list this course as a Directed Elective or, for students in the Pharmacology concentration, as a substitute for one semester of Scientific Literature Evaluation. **(2); Prerequisite:** Permission of the instructor

**PSC 253 *Scientific Communication.*** This course emphasizes writing, revision, and the delivery of scientific presentations. Designed to prepare students for the thesis research track, a wide variety of communication formats are explored including standard media outlets, scientific journals, seminars, and grant proposals. The essential elements of successful oral presentation and writing in targeted formats are developed through group discussion, critique, and practice. Emphasis is placed on developing a research proposal and an outline for a research seminar. With regard to writing, classic papers are contrasted and discussed in the context of format, style, and technique inherent to effective scientific writing. Grant writing and peer evaluation are additionally explored through real-life examples. Students apply these learned skills by crafting a research proposal, which ideally will serve as a foundation for the research performed in PSC 463/464. Concurrently, oral communication skills are developed through generation of a seminar presentation based on the student's research proposal. At the conclusion of the course students will present their work through either a poster or seminar session. **(3)**

**PSC 261** *Topics in Pathophysiology and Medicine*. Students will build on their knowledge of various topics in pathophysiology and medicine by reading, discussing, analyzing and interpreting data from the scientific literature. Students are expected to be active participants in presenting, discussing, critiquing and interpreting the data throughout the semester. This course will begin with discussions and reading focused on background information and build to student led evaluation of primary journal articles. **(3); Prerequisites:** BIO 111 and 121

**PSC 281** *Neuroscience I*. Neuroscience I will provide an introduction to the cellular structure, anatomical organization, physiological function and pathophysiology of the central nervous system. It will cover brain anatomy, discuss sensory systems and sensory perception, review motor function and its control and show how the structure and neuronal 'wiring diagram' of the brain mediate specific brain functions. The course will also discuss neurophysiology and electrochemical information processing in the brain. Lastly, the course will focus on pathophysiologic mechanisms underlying neurologic diseases, including brain imaging analyses and case studies, and discuss treatment modalities. Neuroscience I is a basic neuroscience course focused primarily on students with a strong interest in neuroscience and in pursuing research and/or more advanced courses in neuroscience. **(3)**  
**Prerequisite:** BIO 102 or BIO 121

**PSC 282** *Neuroscience I Laboratory*. Neuroscience I Laboratory will provide a hands-on opportunity to study the brain. Students will investigate the cellular and anatomical substrates of brain function and dysfunction through microscopy, brain dissection and by using interactive models. The laboratory syllabus will be correlated with the lecture sequence for Neuroscience I. **(1)** **Prerequisite:** BIO 102 or BIO 121

**PSC 311** *Biochemistry*. Biochemistry provides an introduction to important biomolecules and the complex structures and cellular pathways in which these molecules are involved. The first section of the course focuses on proteins with emphasis on enzyme structure and function, kinetics, and reaction mechanisms. Following an examination of simple and complex carbohydrates and lipids, the remainder of the course focuses on metabolic pathways that are responsible for cellular ATP production (glycolysis, citric acid cycle, and electron transport), fatty acid synthesis and breakdown, cholesterol biosynthesis, and pentose phosphate metabolism. The metabolic intermediates and signal transduction pathways involved in the regulation of key rate limiting enzymes for each pathway provide a focus for understanding how this regulation facilitates functional integration of these metabolic pathways in a number of different cell types. **(3); Prerequisite:** CHE 221

**PSC 312** *Molecular Biology*. An analysis of the regulatory pathways controlling cell replication, gene expression, and protein synthesis with a central focus of understanding how such knowledge is foundational to therapeutic application and development. Cancer cells, retroviruses, and bacteria serve as thematic models to demonstrate how the principles embodied in these studies translate into functional applications. Problem solving and data analysis play a central role in reinforcing didactic material and fostering student intellectual development. In addition to canonical topics, specialized subjects such as dideoxynucleotide therapeutics, RNAi, viral vectors in gene therapy, stem cells, and cloning are discussed to illustrate both the practical—and potential—applications of this ever-evolving field. **(3); Prerequisite:** PSC 311

**PSC 315** *Immunology*. This course is devoted to the study of host defense and the immune system. It examines the cells and organs of the system. It also explores the complex mechanism of cell-cell cooperation necessary to produce immune responses. The role of antibodies, T cells and macrophages in host defense and diseases are thoroughly explored. The role of the immune system in hypersensitivity, autoimmunity and transplantation is carefully examined. In addition, methods for modifying immune responses through drugs and vaccines are discussed. **(3); Prerequisites:** BIO 111, BIO 121 and PSC 311 or concurrent enrollment in PSC 311.

**PSC 316** *Advanced Immunology*. This course will further explore concepts introduced in Immunology that did not receive extensive discussion in the basic course. Topics of specific interest to the students in the class 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-neuro-immune axis. **(3); Prerequisite:** PSC 315 or permission of the instructor

**PSC 317 *Advanced Genetics*.** With an emphasis on human populations, this course serves to introduce students to the many specialized branches of the science of genetics. Although classic subjects including Mendelian genetics, pedigree analyses, and population genetics are covered, diverse topics—ranging from chromosome evolution to developmental programs to eugenics—serve to highlight the diversity inherent in the field. Although based on core lecture series, supplemental readings from authors such as Stephen Jay Gould, problem sets, and integrated recitations facilitate academic growth in several essential areas. A centerpiece of the genetics course involves the completion of a semester-long project that challenges students to identify a gene based on a DNA sequence fragment, the role this gene plays in inherited disorders, and the current state of research into this genetic disease. This project culminates in a review-style paper, which, in addition to facilitating writing skills, affords students the opportunity to develop a level of expertise and understanding for the impact that congenital disorders have on individuals—and the drive towards developing treatments. **(3); Prerequisite:** BIO 121.

**PSC 321 *Physiology/Pathophysiology I*.** This course sequence will focus on normal physiological principles of homeostatic regulation of the human body. Important anatomical structures, pathologies and disease states will be presented to support underlying physiological regulation. Physiology/Pathophysiology I will include in-depth discussions of the physiology and pathophysiology of cell structure, electrophysiology, the nervous systems and the cardiovascular system. **(4); Prerequisites:** BIO 102 or BIO 121

**PSC 322 *Physiology/Pathophysiology II*.** This course sequence will focus on normal physiological principles of homeostatic regulation of the human body. Important anatomical structures, pathologies and disease states will be presented to support underlying physiological regulation. Physiology/Pathophysiology II will include in-depth discussions covering physiology and pathophysiology of the respiratory system, renal system, endocrine systems and gastrointestinal/hepatic systems. **(4); Prerequisites:** BIO 102 or BIO 121

**PSC 334 *Methodologies for Research and Evaluation of Medicinal Plants*.** The use of medicinal plants (herbals, botanicals) to treat human diseases comes from ancient times and, with the development of new technologies, a number of new drugs have been discovered. According to the World Health Organization, 80% of the population of developing countries rely on medicinal plants and other traditional medicines and, in the US, approximately 55% of patients use medicinal plants or other complementary medicines to alleviate health care problems. This course will provide a broad perspective on the current state of knowledge of medicinal plants, discuss the use of medicinal plants by indigenous cultures and review the medicinal use of specific plants in the US and developing countries. A major focus of the course will be on the discovery of new medicinal plants through bioprospecting and on the methods used to investigate the active constituents of medicinal plants, to analyze specific plant chemicals and to validate their biological and/or biomedical properties. The course will focus predominantly on medicinal plants used in the upper and lower Amazon regions of Peru. Students may also have the opportunity to conduct field work in the Amazon rainforest and to participate in research on medicinal plants at the Universidad Nacional Agraria de la Selva in Tingo Maria, Peru, and/or in ACPHS research laboratories as a separate course offered during the summer semesters. **(3) Prerequisite:** BIO 102 or BIO 121

**PSC 335 *Drugs of Abuse*:** This course provides a basic introduction to the neuropharmacology of licit and illicit psychoactive drugs. It will review the major classes of licit and illicit drugs, including alcohol, opiates (morphine, oxycodone), psychostimulants (caffeine, cocaine, amphetamine, khat), marijuana, hallucinogens (psilocybin, mescaline), MDMA, dissociative anesthetics (ketamine, PCP) and hypnotics (benzodiazepines). The course will focus on the acute and long-term pharmacological, psychological, behavioral and adverse effects produced by these drugs and explore the cultural, historical and religious context for their use. The neural mechanisms responsible for drug addiction will also be reviewed and both pharmacological and non-pharmacological treatments for addiction will be discussed. **(3); Prerequisites:** PSC 321: Pathophysiology I

**PSC 341 *Pharmaceutics I.*** This course sequence focuses on the physicochemical principles of drug delivery and pharmaceutical dosage forms. The first part introduces the physical, chemical and mathematical principles, theories, terminology, calculations and methodologies of physical pharmacy, dosage forms and drug delivery systems. The topics include properties of solutions, solution dosage forms, equilibrium and kinetics in solutions, properties of dispersions, dispersion dosage forms, preformulation, quality standards, new drug development and the drug approval process. **(3); Prerequisites:** BIO 111, BIO 121, CHE 111, CHE 121, CHE 211, CHE 221, PSC 311, MAT 111, PHY 212 and PHY 222 or permission of the instructor

**PSC 342 *Pharmaceutics II.*** This course sequence focuses on the physicochemical principles of drug delivery and pharmaceutical dosage forms. In the second part, the foundations of physical pharmacy and biopharmaceutics are covered; physical, chemical, mathematical and biological principles are applied to the design of dosage forms and drug delivery systems; and commonly used pharmaceutical ingredients and manufacture methods are introduced. Topics include principles of biopharmaceutics, topical and transdermal drug delivery, solid dosage forms and oral drug delivery systems, sterile products, nasal and pulmonary drug delivery, specialty products, advanced drug delivery systems and novel drug delivery strategies. **(3); Prerequisite:** PSC 341 or permission of the instructor

**PSC 351 *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 and introduce 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 will also be discussed, including naturopathic, traditional Chinese medicine and ayurvedic practices. 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); Prerequisites:** BIO 111 and 121

**PSC 361 *Pharmaceutical Analytical Techniques I.*** This course serves as an introduction to some of the major techniques used for development, characterization, and evaluation of delivery systems and drug products, as well as qualitative and quantitative analysis of the active compounds. The analytical techniques studied include spectrophotometry, chromatography, nuclear magnetic resonance and mass spectrometry. Other techniques used for assessment of particle size, drug *in vitro* release, and determination of formulation characteristics and stability are also studied. The laboratory portion focuses on the application of such methodologies and operation of related instruments to answer specific aims of a new research project proposed each semester. **(3) Prerequisite:** CHE 122

**PSC 362 *Pharmaceutical Analytical Techniques II.*** The course has been designed to be a practical introduction to essential techniques in cell and molecular biology. The semester is broken up into several modules whose experimental series are designed to achieve a specific goal related to the study of tumor suppressor protein function and regulation. The experiments are novel with no *a priori* knowledge of the results, providing a framework for the development of practical research skills including troubleshooting, experimental design, and data analysis. The core techniques to be learned include: electrophoresis of DNA and proteins, protein quantitation, Western blotting, cell transfection methods, restriction enzyme digest, plasmid DNA isolation, PCR mutagenesis, gene expression assays, and immunofluorescent cell staining. Laboratory notebooks, quizzes, homework assignments, and manuscript-style results presentations factor into grading, although class participation/ performance over the course of the semester are substantially weighed. **(3); Prerequisite:** CHE 122

**PSC 410** *BSPS Thesis I*. This course is required for all BSPS students registered for the Thesis Option. Participation in Thesis I requires completing an accepted application to the BSPS Thesis Option including the approval of the Director of the BSPS Program and the Pharmaceutical Sciences Department Chair. Students will work with an identified faculty mentor to develop a thesis proposal which will provide appropriate background, hypothesis, specific aims and methods for the thesis work to be conducted as part of BSPS Thesis Research I. The written thesis proposal will be in the format of an NIH grant application. The thesis proposal must be approved by the faculty mentor. Student will prepare and present a seminar of their thesis proposal. This course can be taken prior to or concurrently with BSPS Thesis Research I. The faculty mentor will assign the BSPS Thesis I grade. **(3)**

**PSC 411** *BSPS Thesis II*. This course is required for all BSPS students registered for the Thesis Option. This course must be taken concurrently with BSPS Thesis Research II and students must have completed BSPS Thesis I and BSPS Thesis Research I. Students will be responsible for writing a senior thesis based on the research data generated in Thesis Research I and II as outlined in the thesis proposal produced in Thesis I. In addition, students will prepare a seminar that describes the research project, results obtained and the conclusions that can be drawn from the research. The seminar will be presented to the ACPHS community. The written thesis will be submitted to the thesis mentor prior to the seminar presentation and revised according to the thesis mentor's critique. If the seminar and the revised thesis are found to be acceptable by the thesis mentor, the thesis mentor will approve the thesis. The mentor will assign the BSPS Thesis II grade. **(3); Prerequisite:** PSC 410 and PSC 412

**PSC 412** *BSPS Thesis Research I*. BSPS Thesis Research I is the foundational course for students pursuing the Thesis Option within the BSPS program. Under guidance of the faculty mentor and as outlined in the thesis proposal produced in BSPS Thesis I, students will develop a novel research hypothesis, design and execute experiments to test the hypothesis, and accumulate and analyze data. The foundational work of BSPS Thesis Research I is expanded upon, refined, and brought to conclusion in BSPS Thesis Research II. **(3)**

**PSC 413** *BSPS Thesis Research II*. This course is a continuation of work begun in BSPS Thesis Research I. Students will continue to refine their laboratory skills, address problems identified in previous studies, and pursue new avenues of research opened up by their experiments. At the conclusion of BSPS Thesis Research II, students will present their findings in seminar and detail their findings in writing as part of the course BSPS Thesis II. **(3); Prerequisite:** PSC 412

**PSC 421** *BSPS Thesis Seminar*. Students pursuing the thesis option will register for BSPS Thesis Seminar concurrently with BSPS Thesis 2. Once the thesis research is completed, the research results will be summarized in written form in the style of a manuscript that can be submitted for publication. The student will also prepare and present a seminar that describes the complete thesis research project, from the background research that led to the formation of the research hypothesis, to the discussion of the results of the studies. The seminar will be presented in a public forum and should represent the culmination of the thesis project. **(1)**

**PSC 431** *Foundations of Pharmaceutical Sciences*. This introductory course is required for BS Pharmaceutical Sciences students. The course reviews the foundational topics in Pharmacology/Medicinal Chemistry, setting the stage for subsequent courses in Pharmacology/Medicinal 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); Prerequisite:** PSC 311, PSC 312, PSC 321 and PSC 322

**PSC 432** *Infectious Disease Pharmacology*. This course is required for all BS Pharmaceutical Sciences students enrolled in the Pharmacology concentration. The course covers major anti-infective drug classes including antibiotic, antimycobacterial and antiviral drugs. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of model compounds from each drug class will be considered **(2); Prerequisite:** PSC 431

**PSC 433. *Neuropharmacology.*** This course is required for all BS Pharmaceutical Sciences students enrolled in the Pharmacology concentration. The course focuses on drugs that affect the central and peripheral nervous systems including autonomic drugs, antipsychotics, antidepressants, and analgesics. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of each drug class will be considered. **(3); Prerequisite:** PSC 431

**PSC 434 *Cardiovascular Pharmacology.*** This course is required for all BS Pharmaceutical Sciences students enrolled in the Pharmacology concentration. The course covers cardiovascular and anti-inflammatory drugs. Specific topics to be covered include antihypertensive, diuretic, anti-dyslipidemic and anti-arrhythmic drugs, NSAIDs and other anti-inflammatories. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of each drug class will be considered. **(3); Prerequisite:** PSC 431

**PSC 441 *Pharmacokinetics.*** This course presents concepts and mathematical techniques used to describe the time course of drug disposition in biological systems using compartmental and non-compartmental analysis. Biopharmaceutical and pharmacokinetic principles used in the selection, dosing, monitoring and evaluation of drug therapy are introduced. These principles are applied to evaluation of drug literature and development of drug dosage regimens of selected classes of drugs for individual patients. **(3); Prerequisites:** PSC 341 and PSC 342

**PSC 445 *Drug Discovery and Development.*** This course multi-disciplinary course will cover all components of drug discovery and development, from the bench to the bedside, including pharmacology, medicinal chemistry, molecular biology, biochemistry, immunology, formulation, delivery, pharmacokinetics, regulatory affairs, clinical research, marketing, business development, sales, medical affairs and patent filing. The course will be presented by the instructor and by experts from various pharmaceutical and biotechnology companies (moderated by the instructor). **(3); Prerequisites:** PSC 311, PSC 312, and PSC 431 or PTP 401 or concurrent enrollment in PSC 431 or PTP 401.

**PSC 451 *Scientific Literature Evaluation (SLE).*** This course will teach students how to evaluate scientific literature and prepare a seminar. The course will be divided into sections of approximately 24 students and each section will focus on a specific topic or body of knowledge. Students will have multiple opportunities to give short presentations that focus on data analysis and literature evaluation. Students will develop evaluation and presentation skills throughout the course, initially by presenting sections of scientific articles selected by faculty and, subsequently, by choosing articles, themselves, for presentation. Throughout the course, student's continual and active engagement in discussions focused on critical analysis of the scientific literature will build confidence and comfort in thinking critically about the scientific literature and promote evidence based decision making. Discussions will include appropriateness of sample populations selected, comparison groups used, medical ethics, statistical significance, clinical significance and evidenced based recommendations. This course will thus provide students with multiple opportunities to present and discuss data and to present a scientific seminar. **(1); Prerequisite:** PHD 410

**PSC 452 *Pharmaceutical Sciences Journal Club.*** This course is designed to enhance the ability of students to critically evaluate scientific articles published in peer reviewed scientific journals. Articles will be selected from current scientific literature in a variety of disciplines in the pharmaceutical sciences, including drug delivery, drug development, medicinal chemistry, molecular biology, pharmacogenomics, pharmacology, physiology, biochemistry and pharmaceuticals. All participants will read and critique the articles. Each student will present at least two articles per semester. **(1); Prerequisites:** PSC 311, PSC 312, PSC 321, PSC 322 and PSC 431 or PTP 401 or concurrent enrollment in PSC 431 or PTP 401 or permission of the instructor

**PSC 454 *Research Seminar.*** The course represents the culmination of thesis-track research within the BSPS curriculum. In conjunction with their faculty mentor, students prepare a seminar talk based on their research accomplishments, which is presented during a seminar session open to the ACPHS community at the conclusion of the semester. This is a pass/fail course. **(1); Prerequisites:** PSC 361, PSC 362, PSC 463 and concurrent enrollment in PSC 464

**PSC 463 Independent Research I.** Students will pursue research with a faculty mentor in an area consistent with their career goals and the faculty member's research interests. In conjunction with Scientific Communication, students will perform an in-depth literature search and develop a testable hypothesis. The student and mentor will then work together to develop a research plan that will test the hypothesis. The student will learn the necessary techniques, conduct experiments and analyze data appropriate to the research goals under the guidance of the faculty mentor. Work on the research project will continue in Independent Research II. **(3); Prerequisite:** PSC 361, PSC 362 and concurrent enrollment in PSC 253

**PSC 464 Independent Research II.** Students will continue working under the supervision of their faculty mentor on the research project developed as part of Independent Research I. This will likely include continued learning of necessary techniques, conducting experiments and analyzing data to further test the hypothesis. Results of the research conducted in Independent Research I and II will be presented in Research Seminar. **(3); Prerequisite:** PSC 463 and concurrent enrollment in PSC 454

**PSC 631 G Foundations of Pharmaceutical Sciences.** The course reviews the foundational topics in pharmacology and medicinal chemistry, setting the stage for subsequent courses in the Pharmacology and Pharmaceutics concentrations. 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); Prerequisite:** Permission of the Instructor

**PSC 632 G Pharmacology I.** The course covers major drug classes, including antibiotics, anti-virals, and anti-neoplastics. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of model compounds from each drug class will be considered. **(2); Prerequisite:** PSC 631 or permission of the instructor.

**PSC 633 G Pharmacology II.** The course covers autonomic drugs, CNS drugs, including anesthetics, sedative hypnotics, antidepressants, antipsychotics, anti-seizure drugs, analgesics, and anti-Parkinson agents, and drugs used to treat endocrine disorders, including calcium disorders, hypothalamus, pituitary, and thyroid problems, anti-androgens, anti-estrogens and progestins, and drugs used to treat diabetes and hypoglycemia. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of each drug class will be considered. **(3); Prerequisite:** PSC 631 or permission of the instructor.

**PSC 634 G Pharmacology III.** The course covers cardiovascular drugs, including antihypertensives, diuretics, anti-dyslipidemics and anti-arrhythmics and anti-inflammatory drugs, such as NSAIDs, antihistamines, and anti-asthmatic drugs. The mechanism of action, adverse effects, structure activity relationships, and pharmacokinetics of each drug class will be considered. **(3); Prerequisite:** PSC 631 or permission of the instructor.

**PSC 641 G Advanced Pharmaceutics I (Physical Pharmacy & Biopharmaceutics).** This course examines physical pharmacy and biopharmaceutics, focusing on the physicochemical and biological factors that impact drug delivery and formulation design. These principles and theories are the foundations for drug candidate selection, pre-formulation, formulation design, drug absorption and transport, drug delivery system design and targeted drug delivery. **(3); Prerequisite:** PSC 631 or permission of the instructor.

**PSC 642 G Advanced Pharmaceutics II (Formulation Design and Drug Delivery).** This course applies physical, chemical and biopharmaceutical principles to the study of 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); Prerequisites:** PSC 631 and PSC 641 or permission of the instructor

**PSC 646 G** *Regulatory Science*. This course will examine the process for bringing new drugs, medical devices and other medical products to the market from a regulatory point of view. It will explore new directions in the science of developing methods and standards for assessing the safety, efficacy and quality of drugs, biologics, medical devices, cosmetics and other products, review the US federal regulatory system and discuss standards and operations of the Food and Drug Administration (FDA) including quality assurance, good laboratory practice, investigational new drug applications (NDA) and review process initiatives designed to speed drug review. Regulatory legislation, including the Food, Drug and Cosmetic Act will also be discussed and global initiatives for international harmonization of worldwide pharmaceutical regulations will be covered. **(3); Prerequisites:** PSC341 or PSC641

**PSC 651 G** *Pharmaceutical Sciences Journal Club*. This course is designed to enhance the ability of graduate students to critically evaluate scientific articles published in juried scientific journals. Articles will be selected from current scientific literature in a variety of disciplines in the pharmaceutical sciences, including drug delivery, drug development, medicinal chemistry, molecular biology, pharmacogenomics, pharmacology, physiology, biochemistry and pharmaceuticals. All participants will read, present, and critique the articles. Each student will present at least two articles per semester. **(1)**

**PSC 661 G** *Research Rotation*. Students will complete a one semester laboratory experience in order to facilitate the selection of a thesis research advisor. Students will select a potential mentor based on interests and availability of openings in any given lab. Students are expected to spend a minimum of 10 hours per week on laboratory research during the rotation. They are to meet with the faculty advisor at least one hour per week for basic introduction to laboratory principles and practices, and to discuss their research. Students are required to complete reading assignments as directed by the faculty advisor and write a report of the research data and present a ten minute talk summarizing their research at the end of the rotation. **(2)**

**PSC 671 G** *Ethics in Research*. This course includes a 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. Topics covered will include, but are not limited to: Morality and research ethics, ethical issues before research committees, ethical issues involving human and animal subjects, reporting of research and conflict of interest. **(1)**

**PSC 672 G** *Experimental Design and Data Analysis*. This course provides students with a basic knowledge of experimental design and biostatistics. Students will learn how to design experiments and analyze and interpret the results. Topics include confidence intervals, hypothesis testing, power, nonparametric methods, and one- and two-way analysis of variance. Students will learn how to use computer software for many of the applications. **(2)**

**PSC 732 G** *Cardiovascular Pharmacology*. This course provides an in depth review of cardiovascular pathophysiology and pharmacology. The course reviews current concepts on the molecular mechanisms of cardiovascular function and the mechanism of action of drugs used to treat cardiovascular diseases. **(2); Prerequisite:** PSC 634 or permission of the instructor

**PSC 733 G** *Pharmacology and Molecular Genetics of Cancer*. This course includes 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); Prerequisites:** PSC 631 or Permission of the instructor.

**PSC 735 G** *Cell Signal Transduction*. This course consists of lectures and discussion of articles that underscore well-established intracellular signal pathways relevant to topics in pharmacology. The primary goal of this course is to establish understanding of; (1) critical well-established mechanisms of intracellular signaling, (2) critical manuscripts that formed the foundation of cell signaling, and (3) rationale for drug targeting of the cell-signaling components. Each topic will be first addressed with lecture which is followed by student presentation of breakthrough papers in the topic. The topics, manuscripts and order of student presentation will be chosen by the faculty member. **(2) Prerequisites:** PSC631 or Permission of the instructor.

**PSC 736 G** *Immunopharmacology*. Immunopharmacology will explore the immune system from a pharmacological viewpoint. After a short review of the basic concepts of immunity, the course will closely examine the role of antibodies in immunodiagnosis, and immunotherapeutics. The immunotherapeutics portion of the course will examine the roles of vaccines and antibodies in modifying immune responses as well as drugs which modify immune responses in allergy and asthma, cancer therapies, immunosuppressives, biologics, immunotoxicology and dietary and plant immunomodulators. **(3); Prerequisites:** PSC 634, or permission of the instructor.

**PSC 737 G** *Immune-Brain Communication*. This course deals with the mechanisms by which the peripheral immune system and the brain exchange information to mount effective strategies to cope with systemic inflammation and sepsis. The course will closely examine the mechanisms by which immune signals generated in the periphery act upon the brain to produce host-defense responses such as fever, behavioral depression (sleep and anorexia), and hyperalgesia. The course will also examine how the brain, in turn, acts upon the immune system to modulate the intensity of the underlying inflammatory response. The interdisciplinary nature of this course will provide students with a critical understanding of the multifaceted connections between the immune system and the brain. **(3); Prerequisites:** PSC 631, PSC 632, PSC 633, PSC 634 and PSC 674 or permission of the instructor

**PSC 738 G** *Environmental Health: Toxicology, Regulation and Economics*. This course is designed to provide students with an introduction to and overview of the key areas of environmental health. Using the perspective of the population and community, the course will cover factors associated with the development of environmental health problems. Students will gain an understanding of the interaction of individuals, communities, and economic activity with the environment, the potential impact on health of environmental agents, and specific applications of concepts of environmental health. The course will cover principles derived from core environmental health. The sequence of major topics begins with background material and the tools of the trade (environmental epidemiology, environmental toxicology, environmental policy and regulation). The course then covers specific agents of environmental diseases (e.g., microbial agents, ionizing and non-ionizing radiation). Finally, applications and domains of environmental health are addressed (e.g., water and air quality, food safety, waste disposal, occupational health, and injuries). **(3)**

**PSC 739 G** *Introduction to Psychoneuroimmunology*. This course examines the interaction between psychological processes and the nervous and immune systems. It integrates a substantial number of disciplines, including genetics, immunology, medicine, endocrinology, neuroscience, psychology and sociology. It is an integrative approach to both research and health care. The course will also cover the physiological functioning of the neuroimmune system in health and disease, disorders of the immune system, such as autoimmune diseases, hypersensitivities, and how psychological states, such as anxiety and depression, impact the neurological and immune systems and lead to the development or exacerbation of infections, heart disease, diabetes, and multiple sclerosis. **(3); Prerequisites:** PSC 634 and PSC 672

**PSC 741 G** *Pharmacokinetic Modeling*. This pharmacokinetics course is an elective course for Pharmaceutical Sciences graduate students (Pharmaceutics Track). The course presents concepts and mathematical techniques for description of the time course of drug disposition in biological systems. The course also presents biopharmaceutical and pharmacokinetic principles used in the selection, dosing, monitoring and evaluation of drug therapy. At the end of the course the student should be able to find, obtain, understand, analyze, evaluate, and synthesize pharmacokinetic information and make informed, rational, and responsible evaluation of drug dosage regimens. **(3); Prerequisites:** PSC 641 and PSC 642 or Permission of the instructor.

**PSC 742 G Drug Discovery and Drug Development.** This is a translational and multi-disciplinary course that deals with all components of drug discovery and development from the bench to bedside and from concepts to molecules to medicines. This will include pharmacology, medicinal chemistry, molecular biology, biochemistry, immunology, formulation, delivery, pharmacodynamics, pharmacokinetics, pharmacogenomic, regulatory affairs, clinical research, clinical trials and evidence based medicine, marketing, business development, sales, medical affairs and patent filing. This course will be presented by the course coordinator who will be supported by experts from various pharmaceutical and biotechnology companies, and will include a number of case studies to illustrate the development of several blockbuster drugs. **(3); Prerequisite:** PSC 631

**PSC 743 G Pharmaceutical Stability.** This course studies the factors that influence drug stability, the mechanism of degradations, the methods to predict the stability, and strategies of stabilization. It also combines fundamentals and applied perspectives on the pharmaceutical stability assessment, which introduce the methods to analyze stability and determine shelf-life. An overview of the current industrial practices for stability testing is also provided. **(3) Prerequisites:** Permission of the instructor.

**PSC 744 G Special Topics in Pharmaceutics.** This course is designed to allow students to study diversified subjects of current interest which are not available in other courses. The subjects are related to physical pharmacy, biopharmaceutics, drug delivery, drug development and/or formulation design. The course is conducted through lectures, tutorial studies, library assignments and/or research projects in the selected areas of advanced study. The student, under faculty advisement, must propose a course plan to the department Graduate Curriculum Committee Chair for approval before registration. **(1-3); Prerequisites:** PSC 641 and PSC 642 or permission of the instructor

**PSC 757 G Quantitative Drug Design.** In this course, the principles of subcellular pharmacokinetics are combined with the methods for estimation of drug-receptor binding energies for known and unknown receptors to provide a comprehensive quantitative approach to the construction of structure-activity relationships. The emphasis is placed on understanding the principles of quantitative descriptions of absorption, distribution, metabolism and excretion and drug-receptor binding in terms of drug structure and properties. The methods for prediction of the physicochemical properties of drugs, which are important in drug development, are analyzed in detail. **(2); Prerequisites:** PSC 631 or Permission of the instructor

**PSC 758 G Molecular Modeling.** In this course, students will gain hands-on experience with the molecular modeling software that is used in pharmaceutical industry. The following operations with protein structures will be learned: adding missing hydrogens to X-ray structures, assigning proper charges to amino acid residues, neutralizing the charges and preparing the structures for drug docking. The gained skills will include sketching molecular structures, docking them into macromolecular targets and performing simple binding energy predictions. **(3); Prerequisites:** Permission of the instructor

**PSC 759 G Drug Property Prediction.** In this course, the students will gain hands-on experience with the property prediction software that is used in pharmaceutical industry. The gained skills will include sketching molecular structures, with the emphasis on the charged substructures, and prediction of their ionization constants ( $pK_a$  values) and tautomer equilibrium constants. Computational estimates will be practiced for properties such as solubility and partitioning between two immiscible phases. **(3); Prerequisites:** Permission of the instructor

**PSC 760 G Macromolecular Structure.** This course will cover the fundamentals of macromolecular structure from the biochemistry of amino acids to protein motifs and folds, quaternary structure, post-translational modifications and protein-protein interactions. We will cover techniques available to gather information on protein structure (NMR, circular dichroism and X-ray crystallography) and methods used to investigate the interaction of proteins with other molecules (tryptophan fluorescence, isothermal titration calorimetry, NMR). This course will familiarize students with available proteomics tools including BLAST, Pymol, PDB and ExPASy and will provide students with the tools necessary to make connections between the structure and function, and deduce information about uncharacterized proteins. **(3); Prerequisites:** Permission of the instructor

**PSC 761 G 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 described in the thesis proposal has been completed, the student will write and defend the thesis. It is anticipated that the thesis research will be completed over 2-3 semesters. **(1-8)**

**PSC 771 G Industrial Internship.** Students will learn practical aspects of one or multiple fields of the pharmaceutical sciences in an industry setting. They will have opportunity to further develop technical skills while applying theoretical and course-learned background. Drug synthesis, study of mechanisms of action of drugs, formulation and pre-formulation, pharmacokinetics, quality control and regulatory affairs are examples of specific fields in which students may gain experience through this internship. **(3-6); Prerequisites:** PSC 631 and permission of the advisor

**PSC 851 G Pharmacology Seminar.** This course consists of discussions of original research articles and review articles that focus on current relevant topics in the field of pharmacology. The primary goal of this course is to stimulate the critical analysis of the experimental design and the quality of the data, as it contributed to the development of the specific area of research. Each topic will be addressed through examination of articles that describe key developments, controversial findings or a historical progression of the development of a particular topic. Topics for discussion will be chosen by each faculty member participating in the course, according to his/her area of specialization/expertise. **(2); Prerequisites:** PSC 631, PSC 632, PSC 633, PSC 634 or permission of the instructor

**PSC 852 G 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); Prerequisites:** PSC 631, PSC641, PSC 642 or permission of the instructor

**PSC 861 G Capstone Library Research Project.** Non-Thesis M.S. students are required to complete this capstone writing project which is run as an independent study course. Students will select a topic in conjunction with the faculty instructor and prepare a written review of the existing scientific literature that is relevant to the chosen topic. The review should focus on a particular scientific problem that is actively being investigated and should define and discuss the scope of the problem, the alternative approaches that are being taken to address the problem, the substantive findings that have resulted from these approaches, and how these findings have shaped the current state of knowledge of the problem. **(3); Prerequisites:** Permission of the Instructor

**PSL 331 Pharmacy Skills Lab I.** The Pharmacy Skills Laboratory Courses prepare Doctor of Pharmacy students to provide pharmaceutical care by encouraging students to practice skills used in the process of medication preparation, delivery and patient monitoring. This series of six required courses is designed to instill values, attitudes and skills that enable lifelong intellectual, personal and professional growth. Students will exercise critical thinking, communication, self-learning abilities, responsible use of ethics, and social interaction. The courses are designed as a progressive sequence as students continue to build on concepts throughout the series. In Skills Lab I the focus of the course is on pharmaceutical calculations and extemporaneous compounding of common dosage forms. Students will become familiar with USP Chapter 795 requirements and will learn to accurately prepare compounded preparations. The laboratory component allows practice of these principals and skills. Skills Lab I concentrates on preparing the student to practice as a community intern. This series of courses is offered by the Department of Pharmacy Practice, and faculty who facilitate discussions and demonstrations are licensed pharmacists that have practiced in a variety of health-care settings. **(1); (Doctor of Pharmacy Students only.)**

**PSL 332 Pharmacy Skills Lab II.** In Skills Lab II previous concepts are reinforced and the focus of this course is on non-sterile compounding with commercially available products, professional communication, medication dispensing and patient education. Students will learn about legal and ethical issues related to community pharmacy. The laboratory component allows practice of these principals and skills. Skills Lab II completes the students' preparation to practice as a community pharmacy intern. This series of courses is offered by the Department of Pharmacy Practice, and faculty who facilitate discussions and demonstrations are licensed pharmacists that have practiced in a variety of health-care settings. **(1); Prerequisite: PSL331**

**PSL 431 Pharmacy Skills Lab III.** In Skills Lab III previous concepts are reinforced and the focus of this course is the compounding of sterile preparations. Students will become familiar with IV preparation and administration, calculations, IV equipment and USP Chapter 797 requirements. The laboratory component allows practice of these principals and skills. Skills Lab III concentrates on preparing the student to practice as an institutional pharmacy intern. This series of courses is offered by the Department of Pharmacy Practice, and faculty who facilitate discussions and demonstrations are licensed pharmacists that have practiced in a variety of health-care settings. **(1); Prerequisites: PSL301, PSL302**

**PSL 432 Pharmacy Skills Lab IV .** In Skills Lab IV previous concepts are reinforced and the focus of this course is on inter-professional and patient communication, practical calculations, and discharge counseling. Students will become familiar with medication preparation and distribution, formulary management, documentation, error prevention techniques and technology commonly seen in institutional settings. The laboratory component allows practice of these principals and skills. Skills Lab IV completes the students' preparation to practice as an institutional pharmacy intern. This series of courses is offered by the Department of Pharmacy Practice, and faculty who facilitate discussions and demonstrations are licensed pharmacists that have practiced in a variety of health-care settings. **(1); Prerequisites: PSL301, PSL302, PSL431**

**PSL 531 Pharmacy Skills Lab V.** In Skills Lab V previous concepts are reinforced and the focus of this course is performing aspects of physical examination (history taking, review of systems, vitals and focused physical exam skills), performing triage of common self-treatable diseases and identifying patients in need of a higher level of patient care. Students will become familiar with interviewing and physical assessment techniques as well as home diagnostic and monitoring devices. The laboratory component allows internalization and practice of these principals and skills. Skills Lab V concentrates on preparing the student for APPE rotations. This series of courses is offered by the Department of Pharmacy Practice, and faculty who facilitate discussions and demonstrations are licensed pharmacists that have practiced in a variety of health-care settings. **(1); Prerequisites: PSL301, PSL302, PSL431, PSL432**

**PSL 532 Pharmacy Skills Lab VI.** Skills Lab VI is the capstone course that brings together all of the previous knowledge and skills from the Pharmacy Skills Labs. The focus of this course is on patient monitoring in inpatient, community and clinic settings. Students will meet weekly with the entire class for 2 hours. Exercises utilize a patient case that is developed over the course of the semester. Group and individual active learning, discussions, mini-lectures and Q&A will revolve around the changing/evolving patient. PSL VI also provides a comprehensive compounding review component. In addition to a compounding and calculation review, throughout the semester students will compound sterile and non-sterile preparations, dispense medications and provide patient education. The 2 other components of the NYS part III Board Exam (errors & omissions, and look-alike sound-alike drugs) will be reviewed through the use of weekly homework assignments. PSL VI completes the students' preparation for APPE rotations . This series of courses is offered by the Department of Pharmacy Practice, and faculty who facilitate discussions and demonstrations are licensed pharmacists that have practiced in a variety of health-care settings. **(1). Prerequisites: PSL301, PSL302, PSL431, PSL432, PSL531**

**PSY 101 General Psychology (formerly LAS 221).** 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 140 *Mind and Morality* (formerly LAS 142).** 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 existence, “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)**

**PSY 181 *Human Development* (formerly BIO 181).** This course traces human development chronologically from conception to late life. At each major life stage, the changes a person experiences on the biological, psychological (cognitive and emotional), and social levels will be explored, as well as the unique problems and issues that affect people in that stage of life. End of life issues and bereavement will also be covered at the end of the course. **(3)**

**PSY 210 *Abnormal Psychology* (formerly LAS 226).** This course explores psychopathology from several different theoretical perspectives, including behavioral, cognitive, psychodynamic 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 current DSM diagnostic system. **(3); Prerequisite:** PSY 101

**PSY 215 *Becoming Human* (formerly LAS 324).** 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); Prerequisite:** PSY 101

**PSY 321 *Health Psychology.*** Building upon basic psychological principles learned in General Psychology, this course introduces the field of health psychology by examining the mental, emotional, social, and behavioral factors that affect the onset, recovery, and prevention of physical illnesses. The role of health services and patient-provider relations in health promotion and disease will also be examined. **(3); Prerequisite:** PSY 101

**PTP 401 *Principles of Pharmacology and Medicinal Chemistry* (formerly BIO 411).** This introductory course is required for all PharmD 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); Prerequisites:** PSC 311, PSC 312, PSC321 and PSC 322

**PTP 410 *PTPM 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:** PTP401, PHM329

**PTP 425 PTPM Endocrine** – PTPM3 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) Prerequisite:** PTP 401

**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); Prerequisites:** PTP 401; PHM329

**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/ Patho-physiology 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:** PTP401, PHM329, BIO313, BIO314

**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); Prerequisites:** PTP 401; PHM329

**PTP 514 PTPM Rheumatology.** PTPM Rheum is a 1-credit course focused on the rheumatic diseases. 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. This course is based on Immunology, Physiology/ Pathophysiology I&II, Introduction to Pharmacology and Med Chem and is focuses on a specific therapeutic area (e.g. rheumatic 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 and disease concepts as well as practice-based therapeutics of rheumatic 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:** PTP 401, BIO 313, BIO 314

**PTP 519 PTPM Oncology.** PTP&M Oncology is a 1-credit course focused on the therapeutic approach to hematology and oncologic disease states. This module is one in a series of modules that will examine therapeutic management of clinical disease states in an interdisciplinary approach taught by both pharmaceutical science and pharmacy practice clinical faculty, while building upon previous courses such as Pathophysiology, Pharmaceutics, and Introduction to Pharmacology and Medicinal Chemistry. This module will integrate both pharmacology of oncologic agents and the therapeutics of the most common hematologic and oncologic disease states, such as anemia, breast cancer, colon cancer, and lung cancer. In addition, supportive care topics such as prevention and treatment of chemotherapy-related nausea and vomiting and bone marrow suppression will also be highlighted. Using both a lecture and patient case-based format, this module will emphasize evidence based selection of therapeutic and supportive care management, patient-centered pharmaceutical care based recommendations, and managing complex disease states and patients. In addition this module will expand on students' patient assessment skills, patient outcome monitoring, documentation of patient-centered care plans, and patient counseling. Professional practice problems encountered in oncology practice and other pharmacy practice settings, such as adherence to oral chemotherapy and medication safety with oncologic agents will also be discussed. Skill development in this course will prepare students for integrated problem solving workshops, experiential education, and pharmacy practice. Students will be expected to complete assigned reading before class in order to optimize classroom time for active learning exercises **(1); Prerequisites:** PTP 401, BIO 313, BIO 314

**PTP 525 PTPM Nephrology.** PTPM Nephrology is a 2-credit course focused on the renal system. This is one 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 Introduction to Pharmacology and Medicinal Chemistry, courses in this series are organized by therapeutic area (nephrologic 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 nephrologic 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:** PTP 401, BIO 313, BIO 314

**PTP 526** *PTPM Complementary and Alternative Medicine*. PTPM Complementary and Integrative Medicine is a 1-credit course focused on examples of types of complementary medicine therapies available to patients. This course is intended to expand students' understanding of complementary medicine. Course content will focus on different complementary medicine therapies available to patients and the philosophic underpinnings of these systems. Taught by both pharmaceutical science and pharmacy practice faculty, course content is integrated to promote an analytical understanding of fundamental concepts in treatment and will examine mind-body medicine and traditional systems of therapeutics including: Traditional Chinese Medicine; Ayurvedic Medicine: Bodywork, including Osteopathic Medicine, Chiropractic Medicine and Therapeutic Massage; Homeopathy; Dietary Supplements; and Herbal Products. Emphasis will be placed on evidence-based medicine but also will include discussion on helping patients interested in using Complementary Medicine to make safe, educated decisions. Students will be introduced to the Complementary Medicine Databases such as Cochrane Reports, Natural Standard and other reliable Complementary Modalities. General knowledge and skills development in this course will prepare students for problem-solving workshops, experiential education, and pharmacy practice. **(1)**

**PTP 528** *PTPM Genitourinary*. PTPM3 is a 2-credit course focused on the genitourinary system. This is the eighth 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. genitourinary conditions are the focus of this course). Taught by clinical faculty (the basic science components of this course will be addressed during the PTPM2 Endo course), course content is integrated to promote an analytical understanding of fundamental drug and disease concepts as well as practice-based therapeutics of the genitourinary system. 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); Prerequisites:** PTP 401, BIO 313, BIO 314

**PTP 549** *PTPM Neuro-Psychiatric Disorders*. PTPM Neuro/Psych is a 4-credit course focusing on neurologic/psychiatric diseases. This is the ninth 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. neuro/psych conditions are the focus of this course). Taught by clinical faculty and basic science faculty, course content is integrated to promote an analytical understanding of fundamental drug and disease concepts as well as practice-based therapeutics addressing common neurologic and psychiatric 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); Prerequisites:** PTP 401, BIO 313, BIO 314

**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 every day, 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)**

**SOC 110** *Introduction to Culture and Society (formerly LAS 151)*. 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)**

**SOC 115** *Introduction to Medical Anthropology (formerly LAS 283)*. 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)**

**SOC 140** *Family Violence (formerly LAS 204)*. 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)**

**SOC 145** *Race and Ethnicity in America (formerly LAS 274)*. This course seeks to examine, describe, and explain the conditions and issues that surround a number of racial and minority groups in contemporary America. A variety of theoretical, historical, and topical concerns will be addressed during the course including an introduction to sociological study of racial and ethnic inequality in the United States. Emphasis will be placed on understanding the social, economic, political, historical, and demographic forces that have shaped the experiences of different racial and ethnic groups in the United States. This course will also address the processes that gave rise to race and ethnicity as important forces in the United States and the sociological perspectives that govern the understanding of these forces. **(3)**

**SOC 210** *Aging and Society*. This course will provide an introduction to the sociology of aging using the life course perspective. Examining various theoretical frameworks and perspectives will help students to explore a variety of issues related to an aging population. We will explore the demographic, social and health aspects of aging from both a macro-level and the individual experiences of an aging population. In addition we will review organizational, community, and public policy responses to an aging population. **(3); Prerequisite:** HUM 102

**SOC 290** *Undergraduate Research*. This course provides an opportunity for students to obtain a hands-on research experience under the guidance of a faculty member. The number of credit hours and scope of the project undertaken are at the discretion of the faculty member involved. SOC 290 is generally reserved for introductory level experiences and/or smaller scale projects. Students are expected to perform three hours of research related work per credit hour earned. **(1-3); Prerequisite:** permission of the instructor

**SOC 301** *Research Methods for the Social Sciences*. This course provides students with exposure to a variety of research methods in the behavioral and social sciences. It will focus on the research process from crafting a research question to gathering data and analyzing the results through both quantitative and qualitative techniques. The course will emphasize applied research methods and we will develop skills in understanding and interpreting data. At the end of the course, students will have had exposure to a broad range of data collection methods as applied to a variety of health issues and problems. **(3)**

**Prerequisite:** 3<sup>rd</sup> Year BS HHS Students

**SOC 310** *Evolution of Society and Human Health (formerly LAS 912)*. 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);**

**Prerequisite:** HUM 201

**SOC 315** *Social Aspects of Health Care (formerly PAD 333)*. 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:** HUM 201

**SOC 320 Social Policy.** This course examines the American system of public policy toward social concerns; program development and evaluation; implementation and management specifically in the areas of health, education, welfare reform, aging, etc. Programs developed by governments to ameliorate these problems have typically been public insurance programs or cash transfers such as unemployment insurance, welfare, and Social Security. Collectively these programs are known as "the welfare state". As such this course will examine the origins of the U.S. welfare state, its development over time, and features that make it distinctive as compared to welfare states in other nations. We will review existing policy regarding major social issues in the field of social welfare and understand the differential impact of policy on various populations. **(3); Prerequisite:** HUM 201

**SOC 325 Medical Sociology.** The purpose of this course is to provide an overview of the general field of medical sociology. Research and analysis of the medical environment from a sociological perspective will be explored. The course will focus on the major concerns of medical sociology: social facets of health and illness, the social functions of health institutions and organizations, the relationship of systems of health care delivery to other social systems, and the social behavior of health personnel and consumers of health care services. By examining the methods, theories, and research studies within the field of medical sociology, students will begin to appreciate and understand the role of social and cultural factors in health, research on the use of health services, the health professions, health-care organizations, and major issues in public policy and health care. **(3)**

**SOC 330 Culture of Disability.** This course will address psychological, sociological and cultural perspectives on disability. Sociological and cultural perspectives focus on the social construction of disability, the policy, legal and medical aspects of living with a disability, as well as specific populations and how they experience disability. The course focuses on experiences and depictions of disability in the past, present and looks to the future, specifically in terms of the role of technology in the disability community. What does it mean to be "disabled"? What impacts a person's experience of disability? How is the health care experience different or the same for a person with a disability than a non-disabled person (e.g., communication challenges, living arrangements, role of a caregiver/health care proxy)? This course will count as a professional elective. **(3); Prerequisite:** SOC 101

**SOC 335 Global Health.** In Global Health students study health in the world's least economically developed countries (LDCs) by examining how narrative, gender, culture, the environment, and economics affect health and health outcomes. This course facilitates a global perspective that helps students both to engage with the complexities of health in the world's LDCs and to improve overall cultural competency. **(3); Prerequisite:** COM 115, HUM 201 or by permission of the instructor

**SOC 340 Legal Aspects of Healthcare.** This course provides the background necessary to understand health law from both a public health and from a provider/patient perspective. An overview of the healthcare system provides a foundation upon which an examination of how the law impacts the provision of healthcare, the rights of individuals and the rights of the community. Students will be expected to analyze issues from a legal perspective distinct from ethical and policy considerations. **(3)**

**SOC 490 Undergraduate Research.** This course provides an opportunity for students to obtain a hands-on research experience under the guidance of a faculty member. The number of credit hours and scope of the project undertaken are at the discretion of the faculty member involved. SOC 490 is generally reserved for more advanced research projects of students with prior research experience. Students are expected to perform three hours of research related work per credit hour earned. Faculty members may expect students to present their research in venues either internal or external to the college. **(1-3); Prerequisite:** permission of the instructor

**UGC MBA 510 Financial Accounting.** An introduction to the generally accepted accounting principles of financial accounting as applied to publicly reported financial statements. Emphasis is to be placed on understanding the application of "generally accepted accounting principles" to financial statements. This course is designed for individuals with no prior academic or professional education on the topic of financial accounting. **[Union Graduate College]**

**UGC MBA 512** *Managerial Accounting and Finance.* An introduction to the tools and techniques of financial analysis and decision-making. Topics covered include financial statement analysis, cost classification and behavior, cost-volume-profit analysis, incremental cost analysis, time value of money, capital budgeting, and financial planning. Spreadsheet programs are used in this course. Prerequisite: Financial Accounting UGC MBA 510. Students are expected to be proficient in the use of Microsoft Excel®. **[Union Graduate College]**

**UGC MBA 635** *Project Management.* A project is a one-time or infrequently occurring operation with a unique goal, a limited lifespan, and limited resources. This course will focus on the basic components of project management, including statements of work, project selection, leadership and team building, communication, budgeting, resource scheduling, metrics and closure. Students will have the opportunity to develop a project plan of their own choosing using MS Project as well as explore current issues in project management through case discussions. **[Union Graduate College]**

# RESEARCH

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Research is a vital part of the institution. Faculty in the different departments are working in various basic and applied research areas covering a wide range of different diseases including: infectious diseases, cardiovascular, vascular, cancer, diabetes, renal, and hematological disorders. An important goal of the Office of Research is to support our research faculty and students in advancing their efforts and in celebrating their success. Our faculty will continue to use both fundamental and interdisciplinary research activities to solve issues impacting our society. In addition to independent research projects conducted by individual faculty members, the College has also established the following two research institutes to facilitate translational research projects:

- **THE PHARMACEUTICAL RESEARCH INSTITUTE (PRI)** was founded in 2003. PRI is dedicated to cutting-edge research, pharmaceutical services, and education. Its drug-discovery efforts are focused on angiogenesis, thrombosis, and vascular disorders. The Institute also plays a leading role in the convergence of nanotechnology and biotechnology through the Center for NanoPharmaceuticals, which operates under the umbrella of PRI. PRI offers several research training and mentorship opportunities for undergraduate and graduate students, and faculty.
- **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 Pharmacoeconomic research. RIHO merges the research activities and clinical expertise of more than a dozen ACPHS faculty into a diverse, multidisciplinary group that works in collaboration with researchers locally, nationally, and internationally to deliver empirical results aimed at maximizing patient care with limited financial resources.

The **Office of Research** supports student and faculty researchers by providing the following resources and services to the ACPHS community:

- The **Institutional Animal Use and Care Committee (IACUC)**, which provides support for the research animal facility and the approval of animal research protocols.
- The **Institutional Laboratory Safety Committee (ILSC)**, which promotes laboratory safety through risk assessment, training, and development and implantation of laboratory safety initiatives. The ILSC also provides oversight to the Biosafety and Radiation Safety Committees in support of the procurement and safe use of biological and radiological research materials.
- The **Office of Grant Administration (OGA)**, which works with researchers to identify funding opportunities and to provide technical assistance, grant budget development, and support to faculty and staff for grant submission and post-grant award administration.
- An **Institutional Review Board (IRB)**, also known as an independent ethics committee or ethical review board, is a committee that has been formally designated to review and approve clinical protocols for ACPHS faculty.
- The **Research Committee**, which administers the **Student Summer Research Award Program**. This program provides competitive research awards to exceptional students at our Albany and Vermont campuses in recognition of meritorious student-faculty applications. Full-time students in good academic standing in all degree programs at Albany and Vermont are eligible. Student awardees engage in a minimum of 280 hours of laboratory, clinical, or other research projects and scholarly activities over the summer (May to August). A maximum of ten \$2,000 student research awards, plus \$500 research supply grants for each of their mentors, are made each year to ACPHS students working under the guidance of faculty mentors from the Departments of Arts & Sciences, Health Sciences, Pharmaceutical Sciences, and

Pharmacy Practice. All awardees are required to provide a 15 minute PowerPoint presentation on their research experiences.

- **Scholarship of Discovery Intramural Research Grant Program (SDIRGP)** is provided each year for eligible faculty. The SDIRGP invests in faculty who conduct work to address important research questions that preferably produce significant preliminary data for extramural application and funding. This includes scientific, clinical, historical, cultural or literary pursuits, or other activities that contribute to the scholarship of a faculty member and the respective discipline. Projects selected for funding are expected to enhance the reputation and visibility of the researcher and the college, and meet **one** of the following criteria: (1) lead to external funding, (2) result in a scholarly deliverable (e.g., abstract, essay, manuscript, book, etc...). Eligible faculty are regular full-time ACPHS faculty. Each application must have only one Principal Investigator (PI) listed who will be the sole contact for the application and/or award. However, multi-disciplinary collaborative grants are encouraged, although a single PI must be identified. A faculty member may submit only one proposal as the PI. Faculty may submit multiple applications; however, no more than one award will be made per faculty member or collaborative group. An award for consecutive years for the same project is permissible if sufficient progress and justification for continued funding is demonstrated. Scholarship endeavors and research projects already funded will not be considered. Five to seven awards (maximum of \$5,000 per project) will be granted to projects that met the criteria outlined in the intramural award funding opportunity. The award period is from the first day of the College's Summer Session to June 30 of the following calendar year. Please visit the OGA at <https://intranet.acphs.edu> Departments' tab for additional information.

# ACADEMIC REGULATIONS

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## COLLEGE-WIDE ACADEMIC STANDARDS

Academic regulations for all programs at ACPHS are developed and adopted by the faculty and are administered by the College administration. Oversight of the academic regulations is conducted by the Academic Standards Committee, a committee of faculty that reviews student academic records and makes recommendations regarding academic status to the Associate Dean of Student Academic Support. Students who fail to meet the minimum standards required for good academic standing will be notified of the decisions of the Academic Standards Committee in writing by the Associate Dean of Student Academic Support.

## ACADEMIC STANDING

The academic standing of all students is reviewed at the end of the 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. A student with a pattern of academic performance that demonstrates difficulty may be required to seek guidance and assistance. Each program has specific academic regulations which must be met in order to remain in the program. A student enrolled at the College is entitled to apply for transfer from one academic program to another.

## 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 below.

- 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 (withdrew).
- Students who are granted withdrawal later than four weeks into an academic semester will be assigned the grade of WP (withdrew passing) or WF (withdrew 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 of Student Academic Support after consultation with the course instructor/coordinator.
- 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" policy found in this catalog.

- 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 Physiology/Pathophysiology 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 (semester, cumulative, 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 as required by their program.
- PharmD professional courses are defined as all required courses in years P1-P4 in the Doctor of Pharmacy curriculum.
- The following courses are considered Clinical Lab Sciences (CLS) professional courses:

CLS 320: Clinical Microbiology I (4)  
 CLS 322: Clinical Microbiology II (4)  
 CLS 300: Clinical Hematology (4)  
 CLS 306: Urinalysis and Body Fluids (2)  
 CLS 333: Clinical Immunology (4)  
 CLS 335: Immunohematology (4)  
 CLS 345: Clinical Chemistry (4)

Note: The above CLS professional courses are taken in a student's junior year and must be completed with a grade of C- or better. Further information can be found in the Clinical Lab Sciences (CLS) Handbook.

## 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

**\*The above numerical equivalents are provided as a guideline to faculty and students. Please consult individual course syllabi for course grading and rounding policies.**

### REPEATED COURSES

Students who earn grades less than C- in courses taken at the College may, with the permission of the instructor and Associate Dean of Student Academic Support, 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.

## **COURSE REMEDIATION**

- Any grade of F must be remediated by pre-pharmacy students.
- Students will not be allowed to remediate a required course during the academic year (fall or spring semester) at another institution if the same course is available to them at ACPHS. If the required course is not available at ACPHS, students may be allowed to remediate the required course at another accredited institution if the course is pre-approved by the course professor or course coordinator (see Registrar's page on the Intranet for approval form). Students must earn a grade of C or better in courses repeated at other institutions.
- Independent study cannot be used for remedial purposes.
- Upon course remediation of a required or elective course, a record of both courses will remain on the official transcript. If completed at ACPHS, the higher of the two course grades will be used in the calculation of the GPA. If completed elsewhere, neither the original nor the remediated course grade will be used in GPA calculations.
- In almost all cases, remediated coursework required for entry into P1 must be completed by May 31 preceding P1 entry. In select cases, per the express invitation/permission of the Pharmacy Admissions and Academic Standards Committee (PAASC), a student may be granted an allowance to remediate a specific course/s over the summer preceding P1, and is granted a conditional acceptance into P1 pending the outcome of the summer remediation.

## **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 below.

## COURSE CONCERNS

Students are encouraged to discuss concerns about grading and other academic issues with faculty according to the following sequence:

1. 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.
2. If the concern is not resolved satisfactorily through discussion with the faculty member, the student should consult the course coordinator.
3. 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.
4. If the issue is still unresolved at this stage, the final step in the appeal process is to submit a written appeal, including any supporting documents, to the School's Dean. The decision of the School's Dean is final.

## ACADEMIC APPEALS

Students are permitted to appeal decisions made by the Academic Standards Committee. Appeal requests must be submitted in writing to the Associate Dean of Student Academic Support. The letter should contain a statement referencing the original decision by the Academic Standards 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 ACPHS' 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.

## LEAVE OF ABSENCE/WITHDRAWAL

A student requesting leave of absence or withdrawing from the College is required to provide written notice to the Associate Dean of Student Academic Support in the Division of Student Affairs. For leave, the request should state the reason(s) for the leave and the duration desired. Additionally, for leave of absence requests, a meeting with the Associate Dean of Student Academic Support is required and supporting documentation must be provided. Leaves are limited to one year and may be granted for medical reasons or for other extenuating personal circumstances.

## INDEPENDENT STUDY AND/OR RESEARCH

Students may register for up to three credit hours per semester under the supervision of a faculty member. 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 Division of Student Affairs 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 department chair. **Deadline for submission of this plan is the first week of the semester.** Forms can be found on the ACPHS Intranet at <https://intranet.acphs.edu> Academics Tab/Registrar or in LIB310.

## **EXTERNAL CROSS REGISTRATION FOR ACPHS STUDENTS**

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. Both credits and grades for elective courses taken at one of the colleges or universities belonging to the consortium will be recorded on the student's ACPHS transcript for fall and spring semesters only. Each member college provides diverse course offerings and campus life. Through a cooperative agreement with other colleges in the consortium, ACPHS students may take one course per semester 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 Dean of Graduate Studies 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 consortium 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, 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. *Note: A similar arrangement exists for students at the Vermont campus with St. Michael's College.*

## **POLICY FOR INTERNAL TRANSFER INTO AN ACPHS B.S. PROGRAM**

A student currently enrolled at the ACPHS is entitled to apply for transfer from one academic program to another contingent upon review by the Program Director of the desired program. An application form is available from the Program Director, the Registrar's office, or on the ACPHS Intranet at <https://intranet.acphs.edu> Academics tab/Registrar. The Program Director will review applications and the decision to grant the transfer request will be based upon the feasibility of the student to enroll in courses required for the program requested. The review will consider the 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 that the granting of the transfer request may require additional time to satisfy all new program requirements. \*Please Note: Students wishing to enter the Doctor of Pharmacy program are required to apply through PharmCAS, Pharmacy College Application Service, at [www.PharmCAS.org](http://www.PharmCAS.org).

## **DEAN'S LIST**

Dean's List standing is given to full-time students who have a semester GPA of 3.5 or greater, provided there are no other deficiencies. Students will be eligible to earn recognition in the form of Experiential Honors (see below) in place of Dean's List recognition beginning with the graduating class of 2014.

## **GRADUATION ACADEMIC HONORS FOR UNDERGRADUATES**

Summa Cum Laude	3.8 – 4.0
Magna Cum Laude	3.5 – 3.7
Cum Laude	3.3 – 3.4

Beginning with the graduating class of 2014, graduation academic honors will change as follows and only didactic coursework taken at ACPHS will count in the computation of academic honors, regardless of the degree program:

Summa Cum Laude	3.9 – 4.0
Magna Cum Laude	3.7 – 3.8
Cum Laude	3.5 – 3.6

## **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.

## **EXPERIENTIAL HONORS**

Beginning with the class of 2014, the College will recognize the top 10% of the class for Experiential honors. This recognition will be based on grades and preceptor comments regarding a student. A special ribbon or cord will be selected to recognize these students.

## **PREREQUISITES**

Waiving the prerequisite requirement(s) can only be granted if a written/electronic approval from the course instructor is received by the Registrar office. Replacing ACPHS courses by similar courses from other academic institutions must receive prior approval of ACPHS course professor or course coordinator.

## **ACADEMIC PROBATION & DISMISSAL**

The following college wide descriptions of academic probation and academic dismissal apply to students enrolled in the freshmen classes of 2010, 2011, 2012, and 2013. See program specific requirements for additional regulations.

### **ACADEMIC PROBATION**

A student will be placed on probation if any of the following conditions exist:

- A semester or cumulative GPA below 2.0
- Two or more grades below C-
- A single grade of F

### **ACADEMIC DISMISSAL**

A student may be dismissed from the College if one of the following conditions exists:

- Two instances of probation (whether consecutive or non-consecutive)
- A semester GPA below 1.6

### **REINSTATEMENT POLICY**

The policy applies only to students in B.S. and pre-pharmacy programs. Individuals who have been dismissed from the College for academic reasons may apply for reinstatement to the program from which they were dismissed. To be considered for reinstatement the applicant must:

1. Complete at least one semester of full time enrollment (12 or more credits) at another college or university which includes a minimum of 3 science courses, consistent with the ACPHS curriculum, at the appropriate level of course work. Appropriate level is defined as courses at the level of the year of dismissal.
2. Submit course selection to the Associate Dean of Student Academic Support for approval prior to enrollment in those courses.
3. Earn grades of B or better in order to be considered for reinstatement.
4. Submit a cover letter, transcript and a letter of recommendation from the college or university attended to the ACPHS Office of the Associate Dean of Student Academic Support by May 15 or August 15.

The Associate Dean of Student Academic Support will obtain comment from the appropriate program director and forward all application materials to the Academic Standards Committee. Completed applications will be reviewed twice per year in May and August. Applicants will be notified by the Associate Dean of Student Academic Support approximately one week after the review is complete. Students reinstated will be placed on academic probation for one academic year after their return to the College.

## **ACADEMIC PROBATION & DISMISSAL**

The following college wide descriptions of academic probation and academic dismissal apply to students enrolled as freshmen before 2010 (i.e. 2008 and 2009).

### **ACADEMIC PROBATION**

A student will be placed on probation if any of the following conditions exist:

- Any grade point average (GPA) below 2.0 (semester, cumulative, professional semester, professional cumulative);
- Grade of F in one or more courses.

### **ACADEMIC DISMISSAL**

A student may be dismissed from the College if one of the following conditions exists:

- Cumulative 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 introductory or advanced pharmacy practice experience (IPPE/APPE) grades of less than C
- Two introductory or advanced pharmacy practice experience (IPPE/APPE) grades of F

A student on academic probation must improve academically and meet the conditions of probation recommended by the Academic Standards Committee and administered by the Associate Dean of Student Academic Support 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 during the remediation of his/her deficiency as a fulltime student.

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.

## **AP AND COURSE CREDIT TRANSFER POLICIES**

The granting of transfer credit for an ACPHS course is at the discretion of the Department Chair or designee in which the course is offered. The substitution of courses, or waiving of course requirements, for a student is at the discretion of the Department Chair or designee in which the student's program resides.

# ACADEMIC RECOGNITION

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

**\*American Chemical Society Award.** Given by the American Chemical Society for general excellence in the chemistry sequence by high GPA and faculty nominations.

**\*The Morris M. Daffner '32 Memorial Award for Excellence in Pharmacy Practice.** Established by his wife Beatrice and son Dr. Richard Daffner '63, in memory of Morris M. Daffner '32. Awarded to a graduating student who has shown excellence in pharmacy practice by faculty and preceptor nominations.

**Claudia L. DelGiacco Memorial Award.** Given to a student with high scholastic standing in pharmacy courses and who is deemed worthy of the honor by faculty nominations.

**Dr. Rudolph R. DelGiacco '46 Memorial Prize.** Given to a student deemed worthy of the honor; by faculty/staff nominations.

**\*Facts and Comparisons Award.** Awarded to a student for high academic achievement and outstanding communication skills by faculty and preceptor nominations

**\*Lilly Achievement Award.** The Eli Lilly and Co. award is given to a graduating student who demonstrates both scholastic success and exceptional qualities of leadership and professional attitude; by faculty/staff and preceptor nominations.

**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.** 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.

**\*William Mansfield Award.** A cash prize from a fund established under the will of Dean William Mansfield awarded to the pharmacy student who has the highest scholastic standing for the entire six years of the PharmD program.

**\*Lucy M. Manvel Membership Awards.** Four memberships of one year each are awarded annually by the Northeastern New York Society of Hospital Pharmacists to P2 through P4 year students employed at a hospital pharmacy in the Northeast; by faculty and preceptor nominations. Two awards are presented at the Fall awards ceremony and two awards are given at graduation.

**\*Merck and Company, Inc. Awards.** Five sets of the Merck Index and Merck Manual are awarded to students having high scholastic standing in the Pharmacotherapy, Pharmaceutics, and Experiential sequences; by faculty and preceptor nominations.

**\*Mylan Pharmaceuticals Inc. Award.** Presented to a graduating student for excellence in pharmacy; by faculty and preceptor nominations.

**\*Natural Medicines Comprehensive Database Recognition Award.** Awarded to a graduating student who demonstrates interest in improving patient care and appreciation for an evidence-based approach to evaluating natural medicines; by faculty and preceptor nominations

**\*Patient Care Awards for Excellence in Experiential Education.** Four awards given to students who demonstrate exceptional clinical skills, dedication to patient care, and professionalism on Advanced Pharmacy Practice Experiences; by faculty and preceptor nominations.

**\*PSSNY Award.** A five-year membership in the Pharmaceutical Society of the State of New York awarded to a graduating student deemed worthy of honor and an active member of PSSNY; by faculty and preceptor nominations.

**\*US Public Health Service Award.** Awarded by the U.S. Public Health Service to a graduating pharmacy student for excellence in public health pharmacy practice. The student must be nominated by faculty, who complete a detailed nomination form. The Scholarship and Awards committee selects one nomination on behalf of the College to submit for consideration among the national pool of nominations. Only a few students from around the country are given this award.

**Rho Pi Phi Beta Alumni Award.** Awarded to an upperclassman of high scholastic standing who is deemed worthy of the honor; by faculty nominations.

**\*Rho Pi Phi Alumni Award.** Awarded to the graduating student who has made outstanding contributions to community welfare; by faculty/staff and preceptor nominations.

**\*Rhodes Award.** Four awards offered in memory of Earl D. Rhodes are given for general excellence; by faculty and preceptor nominations.

**The James J. Roome Award.** 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 5 friends is presented to the 5<sup>th</sup> year student with the highest cumulative average for the first four years at ACPHS.

**\*TEVA Pharmaceuticals USA Award.** Awarded to a graduating student with high scholastic standing; by faculty nominations.

**\*Walgreen's Diversity Scholarship.** Awarded to a student who has made significant efforts towards raising awareness or playing an active role in educating others about cultural competency and diversity-related matters impacting the pharmacy profession; by faculty and preceptor nominations.

**Walmart Scholarship Award.** Awarded to three pharmacy students who have financial need, high scholastic standing, show strong leadership qualities, and have a desire to enter community pharmacy practice. Students submit an essay with faculty or preceptor nominations, and top three students are selected by the Scholarship and Awards Committee.

## PROVOST'S AWARDS

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

1. Highest GPA at end of first year
2. Second Highest GPA at end of first year
3. Highest GPA at end of second year
4. General Excellence (given to a student in the 2<sup>nd</sup> year); by faculty nominations and GPA.
5. Second Highest GPA at end of second year
6. Highest Professional GPA at end of third year (P1)
7. Highest GPA at end of third year (BSPS)
8. Highest GPA at end of third year (BSBT)
9. Highest GPA at end of third year (BSHH)
10. Second Highest GPA at end of third year
11. Highest Professional GPA at end of fourth year (P2)
12. Second Highest Professional GPA at end of fourth year (P2)
13. High Standing in mathematics (given to a student in third semester)

\*GPA must be 3.5 or greater to receive the above awards.

# UNDERGRADUATE ADMISSIONS

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## IMPORTANT DEADLINES FOR FRESHMAN APPLICANTS

### OCTOBER 1

Register with College Scholarship Service (CSS); Profile Application Code 2013 (*Early Decision 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 1

Regular Decision Notification

### MAY 1

Deposit and Enrollment Confirmation

### JULY 1

Wait List Response Date

## EARLY DECISION

The Office of Undergraduate 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 early 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. Students seeking federal financial aid also must file the Free Application for Federal Student Aid (FAFSA) 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 DECISION AND REGULAR DECISION

Students may apply using the following methods:

- Common Application Online: [www.commonapp.org](http://www.commonapp.org)

The application 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 474 paper-based (70% of the maximum score of 677), or 84 Internet-based (70% of the maximum score of 120); 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, 4 years 4 units
- ✓ Mathematics, 4 years (including pre-calculus) 4 units
- ✓ Science, 3 years (including chemistry) 3 units
- ✓ Academic college preparatory electives 6 units

**Note: Physics and/or calculus are recommended**

## **REQUIRED HEOA DISCLOSURE FOR UNDERGRADUATE ADMISSIONS**

The Office of Undergraduate Admissions will confirm all students' transcripts that arrive from a high school with a CEEB code, as well as the high school seal and/or signature. If a transcript is from a high school that lacks a CEEB code or seal/signature, the admission office will investigate to confirm the school is recognized by the state department of education or home school association. The Office of Undergraduate Admissions requires a final and official copy of the student's transcript in the admission verification process. If a diploma is determined invalid, a GED may be required for admission consideration. International students must submit a copy of the completed Foreign Education Credential Evaluation Form from the World Education Service (WES). Transfers students who have not completed a previous college degree are required to submit an official high school transcript. Should a discrepancy be found through the Institutional Summary Information Report (ISIR) the Office of Financial will reach to the Office of Undergraduate Admissions for follow up.

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. To determine eligibility, 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).

## **TRANSFER CREDIT FOR 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. Students who wish to receive credit for AP, CLEP, IB, or prior college coursework must make their request to the College, as well as provide all supporting documentation no later than August 1 of their start year for students beginning in the fall semester, or January 15 for students beginning in the spring semester. The granting of additional credits will not be considered after this date. All decisions regarding transferring of credit are final at point of matriculation.

## **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.

## **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.

## **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 89 percent of current students have received some assistance. Total assistance for 2012-2013 Grants and Scholarships- \$9,695,815; Loans – \$34,413,574.

## **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 made available to the student online.

## SPECIAL CONSIDERATIONS FOR DOCTOR OF PHARMACY STUDENTS

Students may be admitted to the College in the first or second pre-pharmacy years or the first professional year in the Doctor of Pharmacy program. The Doctor of Pharmacy program is registered as and considered undergraduate level for the first two pre-professional years. It is important to note that the first and second professional years are also considered undergraduate level for financial aid purposes. Students will be considered graduate/professional level only for the third and fourth professional years when determining financial aid eligibility. Therefore, student eligibility for federal and state scholarships, grants and loans will be determined for all Doctor of Pharmacy students using this framework. Completion of a prior degree is not a determinant of undergraduate or graduate status for financial aid eligibility. When completing the Free Application for Federal Student Aid (FAFSA) for the upcoming year, Doctor of Pharmacy students enrolled in the pre-professional, first or second professional years must report grade level and degree level in the undergraduate categories. Doctor of Pharmacy students in the third and fourth professional year must report grade level and degree level as graduate/professional.

### 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 *Institutional Student Information Record* (ISIR) or *Student Aid Report* (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 as well as those selected by the College. Students selected for verification must submit documentation to support certain information reported on the FAFSA. Students selected for verification must submit the following: copies of student, spouse and/or parent(s) previous year's IRS Transcripts or complete the IRS Data Retrieval Process, submit W-2 forms with a federal verification worksheet. These items are due 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 financial aid awards for students who do not meet the above deadlines.

## **STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

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.)***

### **STANDARDS OF ACADEMIC PROGRESS (SAP)**

Federal regulations require the Office of Financial Aid to monitor the academic progress of students attending Albany College of Pharmacy and Health Sciences. It is important to note Standards of Academic Progress (SAP) are separate from, and in addition to, the Academic Standing policy and progression requirements established in the Academic Regulations section of the catalog. All students regardless of major, grade level and course load will be evaluated with the same standards for federal and institutional aid eligibility.

### **FREQUENCY OF SAP EVALUATIONS**

The Office of Financial Aid will review SAP annually in June, after spring semester grades are posted. This standard is stricter than the college's Academic Standing policy for students who are not receiving Title IV Assistance.

### **QUALITATIVE STANDARD**

All students must be in good academic standing with the College. Students enrolled in a Bachelor's of Science degree or the Doctor of Pharmacy degree must maintain a minimum cumulative grade point average (GPA) of 2.0 at the end of each academic year. Beginning in the 2011-2012 academic year, all Doctor of Pharmacy students must have a minimum cumulative grade point average (GPA) of 2.5 to graduate. Students enrolled in a Master's degree program must maintain a minimum cumulative grade point average (GPA) of 3.0 at the end of each academic year. In addition, the Higher Education Act requires that all students, at the end of their second academic year, have a cumulative GPA of at least a "C" or have an academic standing consistent with their program's graduation requirements.

**QUANTITATIVE STANDARD (PACE OF PROGRESSION)**

All students must progress toward degree completion at a defined cumulative rate. Completed coursework is defined as any course for which a student receives a passing grade.

**Doctor of Pharmacy Example:**

	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Total Attempted (Cumulative)</b>	<b>Must earn at least (Cumulative)</b>
1 <sup>st</sup> Year	17	18	35	35 hours x 50% = 18 credit hours
2 <sup>nd</sup> Year	18	17	70	70 hours x 67% = 47 credit hours
3 <sup>rd</sup> Year	16	18	104	104 hours x 67% = 70 credit hours
4 <sup>th</sup> Year	18	17	139	139 hours x 67% = 93 credit hours
5 <sup>th</sup> Year	18	18	175	175 hours x 85% = 149 credit hours
6 <sup>th</sup> Year	18	18	211	211 hours x 95% = 200 credit hours

**Master's Degree Example:**

	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Total Attempted (Cumulative)</b>	<b>Must earn at least: (Cumulative)</b>
1 <sup>st</sup> Year	9	9	18	18 hours x 67% = 12 credit hours
2 <sup>nd</sup> Year	9	9	36	36 hours x 67% = 24 credit hours

**Bachelor's Degree Example:**

	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Total Attempted (Cumulative)</b>	<b>Must earn at least : (Cumulative)</b>
1 <sup>st</sup> Year	16	17	33	33 hours x 67% = 22 credit hours
2 <sup>nd</sup> Year	16	17	66	66 hours x 67% = 44 credit hours
3 <sup>rd</sup> Year	15	19	100	100 hours x 67% = 67 credit hours
4 <sup>th</sup> Year	16	16	132	132 hours x 67% = 88 credit hours

## **PROCESS FOR INCOMPLETES, WITHDRAWALS, REPETITIONS, AND TRANSFER OF CREDIT FROM OTHER SCHOOLS**

Course incompletes and withdrawals are counted as attempted coursework when reviewing SAP. For repeated courses, neither repeated grades nor original grades of that same course earned at other colleges will contribute to the student's GPA at ACPHS. Transfer credits will be counted in the quantitative status but not the qualitative status. Students who change their major will be placed on the chart for the semester in which they are entering.

### **LOSS OF FINANCIAL AID ELIGIBILITY**

If students fail to maintain SAP, they will lose eligibility until they raise their cumulative GPA to the minimum standard and/or by making up the credit deficiency.

### **APPEALS**

Students who fail to make SAP due to very serious circumstances, such as injury, illness, the death of a relative, or other special circumstances, which caused a major disruption to their ability to successfully complete their course work may appeal the loss of that aid to the Director of Financial Aid.

Students must submit a letter to the Director of Financial Aid along with documentation to substantiate the unusual or extraordinary circumstance that prohibited the student from making SAP. This must include a comprehensive description of the circumstance(s) and documentation from at least two qualified persons (other than family and friends) who can verify the information.

In addition, students must explain what has changed with their situation that will allow the student to meet SAP requirements at the next evaluation. 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 his/her case by August 1. Within 2-4 weeks of receiving the letter, the Financial Aid Appeals Committee will review the appeal, make a recommendation and send a letter of response.

### **FINANCIAL AID PROBATION**

The status of probation is assigned to a student who is failing to make SAP and who successfully appeal their loss of financial aid eligibility. Students in this status will have their financial aid reinstated for one payment period. At the end of that payment period students will be reevaluated for federal and institutional aid eligibility.

### **ACADEMIC PLAN**

If the Financial Aid Appeals Committee determines, based on the student's appeal, that it will take more than one payment period for the student to meet progress standards, a status of probation will be assigned and an academic plan will be developed. Students in this status will have their progress reviewed at the end of one payment period to determine if the student is meeting the requirements of the academic plan. If the academic plan is being followed, the student will regain Federal Student Aid eligibility as long as they continue to meet the requirements set forth in the academic plan. Students may appeal to change their academic plan by explaining what has happened to make the change necessary and how they will continue to make SAP.

### **REESTABLISHING AID ELIGIBILITY**

If students fail to maintain SAP, they may regain eligibility by raising their cumulative GPA to the minimum standard and/or by making up the credit deficiency without the benefit of federal or institutional aid.

## **MAXIMUM TIME FRAME FOR DEGREE COMPLETION**

Student must complete their degree within the maximum timeframe of 150% of the published length of the academic program. Students enrolled in the Doctor of Pharmacy Program must complete their education objective within a period of nine years (6 years x 150%). A student enrolled in any of the Bachelor's degree programs must complete his/her educational objective within a period of six years (4 years x 150%). A student enrolled in a Master's degree program must complete his/her educational objective within a period of 150% of the length of their program.

## **SPECIAL CONSIDERATIONS**

### **CONSORTIUM AGREEMENT POLICY WITH OTHER INSTITUTIONS**

The Office of Financial Aid adheres to the External Cross Registration Policy, which includes a voluntary consortium of the public and independent colleges within the Capital Region, 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.

### **STUDENT LOANS**

Private student loans are certified for one calendar year. Funds are disbursed in two installments, one each for fall and spring semesters during the loan period. Students will be advised of the disbursement amounts on through the online financial aid system.

### **SUMMER SESSIONS AND/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 2013-2014 FAFSA for financial aid during the summer 2013 semester.
- The financial aid award year begins July 1, 2013 for the 2013-2014 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 pharmacy practice experience rotation modules A – I for the 2013-2014 year. Module J will be used for make-up rotations only. Fall 2013 semester includes modules A – E; spring 2013 semester includes modules F – I. Institutional aid will be disbursed after July 1, 2013 Student aid for spring 2014 semester will

be disbursed after the mid-point of the loan period. (See Calendars at the beginning 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 through the online financial aid system.

## FINANCIAL AID WAITLIST 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.

## GRADUATION RATES

In compliance with the Student Right to Know Act, ACPHS is pleased to share information on our graduation rates. The graduation rate for students who entered ACPHS in Fall 2006 (2006 cohort) as first-time, full-time, degree-seeking students and graduated within six years of attendance is 70%. Six years represents 150% of normal completion time for those seeking a bachelor’s degree and 100% of normal time for those seeking a first professional degree. The graduation rate for students who transferred into ACPHS in 2006 was 82%. Transfer students enter with prior college experience and so may require fewer semesters to complete their degree programs. The 2005 cohort is the most recent cohort for which a six-year graduation rate is available.

## FIRST-YEAR 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 Year	Total Enrolled	Withdrew Passing	Academic Dismissals	Total Attrition	Academic% Retention*	Total % Retention**
08-09	315	21	10	31	96.9	90.2
09-10	249	21	32	53	86.0	78.7
10-11	260	21	17	38	93.4	85.3
11-12	262	20	12	32	95.0	87.7
12-13	289	15	24	39	94.3	86.5
Avg.	275	19.6	24	38.6	93.1	85.7

\* % 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 15<sup>th</sup> for Fall and new transfers for Spring.

First-year retention rates are important because they measure the rate at which entering freshmen in a fall semester enroll the following fall semester. Research has found that students are more likely to drop out of postsecondary education during the first year than any other time. Therefore, implementation of policies that

help to increase retention rates either within institutions or through transfer, increase the likelihood of students progressing to graduation.

### **NON-MATRICULATED (NON DEGREE SEEKING) STUDENT POLICY**

Non-matriculated status permits students to take courses to explore degree options, for personal enrichment, professional development, or fulfilling degree requirements for another institution, which would include cross-registration. Non-matriculated status is reserved for students who are not seeking a degree at the time of entry.

Non-matriculated students do not follow the admission requirements of matriculated students. The non-matriculated student status is designed to allow any interested individual to attend college credit courses without declaring a major or seeking a degree. Students must have the prerequisites for any course they wish to register for, permission of the instructor and permission of the Associate Dean of Student Academic Support.

Due to visa requirements, International students are not eligible for non-matriculated status. Non-matriculated students do not receive federal or institutional financial aid.

Students may register up to a maximum of 12 credits as a non-matriculated student. If they wish to continue courses at the College, they would need to apply for matriculated status through the appropriate admissions process. For further information regarding registration for non-matriculated students, please contact the Registrar's office.

# TUITION AND FEES

Below are the 2013-14 tuition and fees for the Albany Campus and the Vermont Campus. These amounts are approved annually by the College's Board of Trustees.

Tuition: Pre-Pharmacy and B.S. programs - Albany (1)		\$28,200
Tuition: Professional Pharmacy Program - Albany: P4 year only (2)		28,200
Tuition: Professional Pharmacy Program - Albany: P1- P3 years and M.S. programs - Vermont: All years (3)		30,900
Additional Course Fee (4)		550
Activity Fee - Full-time students (5)		300
Activity Fee - Part-time students (5)		85
Health Center Fee - Albany (5, 6)		150
Health Center Fee - Vermont (5, 6)		175
Orientation Fee - First year (freshmen) students (5, 6)		350
Orientation Fee - Transfer and Vermont students (5, 6)		250
Graduation Fee - For graduating students only		100
Technology Fee - Full-time students (5,6)		250
Technology Fee - Part-time students (5,6)		110
Rotation Rescheduling Fee (charged per rescheduled rotation)		250
Student Housing - Albany		
	Notre Dame or South Hall	6,500
	Resident Activity Fee	40
	Holland/Princeton Suites – 2 Bedroom	7,800
	Holland/Princeton Suites - 4/5 Bedroom	7,000
Meal Plan Albany (7)		3,500
Meal Plan Vermont		660
Student Health Insurance Fee (8)		1,160
International Student Fee		200
Tablet Laptop purchase (9)		
Parking Permit Fees		
	Albany Commuter	260
	Albany Resident (9 month)	340
	6th Year Single Rotation (on campus)	55
	Vermont	260
<i>See footnotes on following page</i>		

## **TUITION AND FEE FOOTNOTES TO TABLE ON PREVIOUS PAGE**

1. Applies to the two pre-pharmacy years, all years of the B.S. programs.
2. P4 refers to the final professional year of the Pharmacy Program. For students who enrolled on the Albany Campus in fall 2008 following their graduation from high school, this would typically refer to year six.
3. P1 - P3 refers to the first, second and third professional years of the Pharmacy Program, typically years three, four and five for students who enrolled on the Albany Campus in fall 2011, fall 2010 and fall 2009 following their graduation from high school. Beginning with the 2014-15 academic year, tuition for all four professional years of the Pharmacy Program will be the same on the Albany and Vermont Campuses.
4. The additional course fee is billed to Doctor of Pharmacy students on the Albany Campus in year P4.
5. Non-refundable after the first day of classes.
6. Required for students.
7. Amount will vary based on choice of meal plan option. All students in Notre Dame and South Hall residence facilities are required to purchase the \$3,500 meal plan.
8. Assessed to all students unless proof of other insurance is provided by the August 1 deadline. NOTE: Tuition is charged at a rate of \$940 per credit hour for class years one through six for enrollment in undergraduate courses on a part-time basis (11 credit hours or less) at the Albany campus. Tuition is charged at a rate of \$1,030 for graduate courses per credit hour, unless total for semester exceeds full-time professional tuition. The P1-P3 tuition is charged at a rate of \$1,030 per credit hour on a part-time basis (11 credit hours or less) at the Albany Campus. Tuition is charged at a rate of \$1,030 per credit hour (11 credit hours or less) for the Vermont campus. The fee for auditing is the same as that charged for part-time coursework.
9. All undergraduate students are required to have a computer while enrolled at ACPHS.

## **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 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 passed 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.

## **INSTITUTIONAL REFUND POLICY**

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%
- 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%

## IMMUNIZATION REQUIREMENTS 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. NYS Public Health Law 2165 requires post-secondary students 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 is acceptable for Measles or Mumps.) Persons born prior to January 1, 1957 are exempt from this requirement.
2. NYS Public Health Law 2167 requires post-secondary institutions 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;

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 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.

### **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/HEALTH INFORMATION**

### **ADVICE OF ELEVATED RISKS FOR CERTAIN INDIVIDUALS (LAB SAFETY) FORM**

Conducting activities in a laboratory might put some persons at elevated risk sufficient to warrant their exclusion from the laboratory or other appropriate accommodation. Therefore, all new students are required to sign a form related to the risks of conducting laboratory activities. If an individual feels that they may be at elevated risk, they should discuss the issue with their physician or a laboratory instructor to request an accommodation if needed. The form will be made available electronically to all new students.

Although not required, the following are strongly recommended:

**TETANUS, DIPHTHERIA, PERTUSSIS (DTP)** - within the last 10 years

**TUBERCULOSIS (TB) SCREENING** – All incoming students should complete a risk assessment questionnaire that will identify those who have not been at increased risk for exposure to TB. Students who have one or more identified risk factors for exposure to TB should have a tuberculin skin or blood test.

## **CYTOTECHNOLOGY PROGRAM CANDIDATES**

A vision exam (including a color blindness test) is required for all Cytotechnology 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.

## 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.*

**NOTE:** Rotation sites hosting experiential education students may deny a student's participation in the experiential program because of insufficient immunization documentation. If this is the case, the student would be scheduled for another similar rotation, based on availability.

## 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/clinical laboratory experience 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 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 (TB screening and PE) completed within a specific timeframe prior to the end of the academic year preceding the start of rotations (timeframe will be communicated to students at an appropriate time during the academic year.) PharmD candidates will need to complete this documentation annually starting with the end of the first professional year (P1) through the end of the 3rd 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 pharmacy practice experience year (TB screening and physical exam information must be current within one (1) calendar year of the rotation end date.)

### TUBERCULOSIS (TB) INFECTION SCREENING (TST/MANTOUX OR IGRA):

- If your TB screening result is positive, you must receive a chest x-ray and provide the College with documentation of both the screening results and the x-ray report, as well as any follow-up treatment you receive.
- If you have had a positive TB screening in the past, you need to provide a copy of those results, along with a copy of a negative chest x-ray report, and any follow-up treatment you received.
- Those excluded from TB screening due to prior positive reaction or past disease must be evaluated during their annual physical exam for active signs of the disease.

**PHYSICAL EXAM:** An annual physical exam, valid for a 12 month period, is required.

## ADDITIONAL ROTATION REQUIREMENTS

Some rotation sites have additional requirements that must be documented prior to starting that specific rotation (e.g. antibody titer as opposed to proof of vaccination; drug screen; background check). These additional requirements would be documented in the E\*Value 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 pharmacy practice experience, 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 pharmacy practice experience, the student will not be allowed to begin the rotation until they have been fulfilled. Failure to provide sufficient documentation prior to rotations puts a student at risk for being removed from 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 the choice of the student). This reschedule will incur a \$250 fee, which is at the student's expense.

## 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

**STUDENT HEALTH CENTER (SHC)** – *a partnership of Albany Medical College, Albany Law School and ACPHS* (located at 25 Hackett Blvd, First Floor, in the Albany Medical Center South Campus on the corner of Samaritan Road and Hackett Boulevard, directly across the street from South Hall; Ph: 518-264-0900.) The SHC will be open Monday through Friday from 8am through 6pm and on Saturdays from 8am to noon. Practitioners will also be available by phone 24 hours a day at 518-264-0900. **Students must call 518-264-0900 to make an appointment to be seen.** SHC will file the necessary claims with insurance providers. Students will be responsible for payment of any balance due after the insurance provider's payment. Students are asked to bring their ACPHS picture ID and their insurance card with them to every visit, to protect against identity theft and insure eligibility.

**ALBANY COUNTY DEPARTMENT OF HEALTH IMMUNIZATION PROGRAM** (located at 175 Green Street; Ph: 518-447-4589). Any ACPHS student who resides in Albany County (including resident students) may go to that DOH for immunizations or PPDs. Please contact the Department of Health directly to inquire about immunization costs. Students who reside in another county may contact their local Health Department, if they choose.

### VERMONT CAMPUS

**FLETCHER ALLEN HEALTH CARE (FAHC), COLCHESTER FAMILY PRACTICE** (located approximately 4 miles from the ACPHS-Vermont campus at 883 Blakely Road, Colchester; Phone: (802) 847-2055.) 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 may be additional fees for services (e.g., laboratory tests, x-rays, immunizations, vaccinations, PPDs, etc.) provided to ACPHS students.

**FANNY ALLEN CAMPUS WALK-IN CARE CENTER** (and Campus Laboratory) – (located at 790 College Parkway, Main Level, Colchester, across from St. Michael's College; Phone: 802-847-1170).

***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, Room 108A, O'Brien Building, Albany Campus.***

## **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 1 hour 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 Pharm. D. students about the training prior to clinical rotations.

## **CPR OR BASIC LIFE SUPPORT CERTIFICATION**

All pharmacy students are required to obtain CPR (Cardiopulmonary Resuscitation) or BLS (Basic Life Support) certification before starting clinical rotations. Students must have valid CPR **or** BLS certification before the end of their 1<sup>st</sup> professional (P1) year and will be required to keep their certification valid throughout the duration of their 4<sup>th</sup> professional (P4) year. All certifications **MUST** include a hands-on skills portion (training cannot be done online only.)

# INTERNATIONAL STUDENTS

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## SEVIS (STUDENT EXCHANGE VISITOR INFORMATION SYSTEM)

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 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.fmjfee.com/index.jhtml> 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 (PDSO).

## VISAS

The College will issue a student the I-20 document which is required to apply for the F-1 visa. 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 only process I-20 documents for F-1 students.

## EMPLOYMENT

- 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. 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 eligible for practical training.
- Optional Practical Training (OPT) – Students are eligible after one year of academic work to use 12 months of employment.
- Economic Hardship – Students must provide supportive documents to apply for employment through this process.
- 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.

## COLLEGE OFFICIALS

- Primary Designated School Official (PDSO) – Registrar
- Designated School Official (DSO) – Office of Global Initiatives

*The PDSO and DSO are the advisors for any immigration issues and the point of contact for employment approval or other processes where a school official is necessary.*

Further information is available on the International Student Web site on the ACPHS Intranet.

## **PHARM D PROGRAM (P1-P4): ADDITIONAL REQUIREMENTS FOR ADMISSION OF INTERNATIONAL STUDENTS**

Applicants who have studied for fewer than 10 years where English is not 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 474 paper-based (70% of the maximum score of 677), or 84 Internet-based (70% of the maximum score of 120); and a minimum of 50 on the TSE must be achieved to be considered for admission.

Applicants with international transcripts must submit a credential evaluation completed through the World Education Service (WES).

### **FOREIGN EDUCATION CREDENTIALS EVALUATION**

A foreign education credentials evaluation is to be completed by World Education Service (WES) for all international transcripts. Students who completed international coursework through a study abroad program are exempt.

In order to waive the College's Student Insurance Plan, students may waive out by completing the insurance form on the section of the Student Portal of CAMS and submitting the confirmation of waiver along with a photocopy of their insurance card.

# FEDERAL GRANTS & LOANS

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## FEDERAL GRANTS

### FEDERAL PELL GRANTS

Students may apply for the federal Pell grant by filing the FAFSA. 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 ISIR for processing of the Pell grant payment. Awards range from \$555 to \$5,550 per year for full-time enrollment, contingent upon congressional approval of funds and the expenses at the College. 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 limited and are awarded on a first-come, first-serve basis to students with greatest need. Students filing the FAFSA are automatically considered, based on financial need.

### VETERANS ADMINISTRATION EDUCATIONAL BENEFITS

Chapters 30, 32, 33, 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.gbill.va.gov](http://www.gbill.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 Aluet 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. The College participates in the Federal Direct 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 at [www.studentloans.gov](http://www.studentloans.gov). The E-MPN is a 10-year serial 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 through the online financial aid system. Students must accept or decline Stafford loan funds through that system annually. 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 apply for a loan annually. 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 the Office of Financial Aid. The Stafford and PLUS E-MPN forms must be submitted to the US Department of Education, P.O. Box 5692, Montgomery, AL 36103 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 DIRECT SUBSIDIZED STAFFORD LOANS**

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.

### **FEDERAL DIRECT UNSUBSIDIZED 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 six months after the student graduates, withdraws or drops to less than halftime attendance. 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)

#### **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)

*Junior or Senior:* \$12,500 (\$5,500 between base subsidized and unsubsidized, plus an additional \$7,000 unsubsidized)

*Graduate/Professional:* \$20,500 Unsubsidized

*Doctor of Pharmacy Only:* \$33,000 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

## **FEDERAL DIRECT LOAN INTEREST RATES**

The interest rate for undergraduate unsubsidized Direct loans made after July 1, 2006 is fixed at 3.86%. The following schedule shows the annual decreases in the fixed interest rates on undergraduate subsidized Direct 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
- 3.4% for loans first disbursed between 7/1/12 - 6/30/13
- 3.86% for loans first disbursed between 7/1/13 – 6/30/14

The interest rates for graduate and professional unsubsidized Direct Loans first disbursed between 7/1/2013 and 6/30/2014 is fixed at 5.41%.

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 DIRECT PLUS AND FEDERAL DIRECT GRADUATE PLUS LOAN INTEREST RATES**

The interest rate for Direct PLUS Loans is a fixed rate of 6.41%. Interest is charged on Direct PLUS Loans during all periods, beginning on the date of your loan's first disbursement. In addition to interest, you pay a loan origination fee that is a percentage of the principal amount of each Direct PLUS Loan that you receive. This fee helps reduce the cost of making these low-interest loans. The US Department of Education will deduct the fee before you receive any loan money, so the loan amount you actually receive will be less than the amount you have to repay. Dependent students whose parents have applied for but were unable to get a PLUS Loan are eligible to receive additional Direct Unsubsidized Loan funds.

## **FEDERAL DIRECT 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
- Income-Based Repayment Plan

Interest Rate: Weighted average or variable with 8.25% cap

## **FEDERAL HEALTH PROFESSIONS STUDENT LOAN**

The HPSL program is offered by ACPHS to 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**

Funded through federal and College funds. Students exhibiting financial need may seek a work-study position on campus or at an approved off-campus site. Students working on-campus are paid \$8.60 per hour and generally work 3 to 6 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 \$14 per hour and generally work two to four hours per week. Students must interview and attend training as part of this program.

# ALUMNI COUNCIL

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The Albany College of Pharmacy and Health Sciences Alumni Council 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 518-694-7220.

## ALUMNI ASSOCIATION GIFTS, GRANTS AND SCHOLARSHIPS

### AAACP GENERAL SCHOLARSHIP FUND

Funded through the generosity of the alumni of Albany College of Pharmacy and Health Sciences and its Alumni Association, this scholarship fund supports current students across both campuses. This scholarship is a testament to the long term relationship the College has with its alumni.

### AAACP MEMORIAL SCHOLARSHIP FUND

In honor of the College's alumni who have passed on, the Alumni Association of Albany College of Pharmacy and Health Sciences established this scholarship fund to assist current students. This scholarship is a living legacy to the 130 plus years of College history and the nearly 10,000 deceased and living alumni.

### 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.

### 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 FUND

This scholarship is based on financial need.

### 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.

**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.

**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.

**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.

**MALCOLM PAYNE '86 MEMORIAL SCHOLARSHIP FUND**

A member of the Alumni Association of Albany College of Pharmacy (AAACP) since his graduation in 1986, Malcolm was most importantly a proud father, husband, son, brother and an amazing friend. This scholarship is awarded annually to a student who has financial need.

**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.

**NOAH SORENSEN '97 MEMORIAL SCHOLARSHIP**

The Noah Sorensen Memorial was established by Noah's family and friends to assist a student in good academic standing in the professional years of the pharmacy program.

**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****BE THE CHANGE SCHOLARSHIP**

Presented to the College as a gift upon their graduation, the Class of 2011 established the Be the Change Scholarship to honor the work of faculty member Dr. Ray Chandrasekara. This scholarship is presented annually to a student who shows dedication to the college community through service and leadership, displays an eclectic school and life balance, and embodies selflessness and shares this attribute with others.

**BETTE FAMILY SCHOLARSHIP FUND**

Established in 2010 by ACPHS Trustee and honorary degree recipient Michael Bette and his family, the Bette Family Scholarship Fund supports minority students who have graduated from an Albany, Troy or Schenectady City High School including public, charter, military and parochial schools. The recipient(s) must have financial need, as determined by the College.

**JAMES E. BOLLINGER '58 MEMORIAL SCHOLARSHIP**

Through the generosity of James' wife Joyce and his family, friends and colleagues the James E. Bollinger '58 Memorial Scholarship was established in honor of James' dedication to his alma mater, including his nearly decade of service as a member of the Board of Trustees. This scholarship is awarded to a pharmacy student in their third year (first professional year) of study that is in good academic standing with the College.

**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.

**BURLINGTON DRUG COMPANY ENDOWED SCHOLARSHIP**

The Burlington Drug Company Endowed Scholarship is awarded annually to an outstanding first, second, third or fourth professional year students with an emphasis on students from Vermont and studying at the Vermont Campus. Students must be U.S. Citizens to be eligible, enrolled in the Doctor of Pharmacy program and demonstrate financial need, in accordance with established guidelines and meeting 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.

**WILMA CLINTON CYTOTECHNOLOGY SCHOLARSHIP**

This scholarship is awarded to a cytotechnology student based on academic excellence.

**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 1986-1993, 1997-2003, and 2009-2011. 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.

**EDWARD A. '59 & DOROTHY M. '62 FAUSEL SCHOLARSHIP**

Established in 2010, the Fausel Scholarship is awarded to a pharmacy student in a professional year of study. Recipients of this scholarship should be in good academic standing with the College. Additional consideration will be given to students who have an expected family contribution, as determined by the FAFSA, which excludes them from federal grant assistance but includes them for need based federal loans.

**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.

**IRVING AND CHARLOTTE HELPRIN ENDOWED SCHOLARSHIP FUND**

Established through the generosity of Irving and Charlotte Helprin, this scholarship honors their life work and commitment to Albany College of Pharmacy and Health Sciences and the community of Saratoga Springs, NY. Irving Helprin, a member of the College's graduating class of 1928, was the owner of Helprin Brother's Pharmacy in Saratoga Springs, NY. Mr. & Mrs. Helprin established this scholarship for a student who has graduated from the Saratoga Springs, NY City School District and attends Albany College of Pharmacy and Health Sciences.

**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.

**RICHARD E. LEARNED ENDOWED GRADUATE RESEARCH SCHOLARSHIP**

Established through the generosity of Susan Learned, a 1991 Alumna of the ACPHS, this scholarship is awarded to a student pursuing graduate study at the College. The student must be both academically and financially deserving and intend to pursue a career in pharmaceuticals, clinical pharmacology and/or translational research.

**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 '86 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.

**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.

**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).

**JANET DOYLE MAIURO '52 MEMORIAL SCHOLARSHIP**

The Janet Doyle Maiuro '52 Memorial Scholarship is awarded to an incoming first-year student who is in good academic standing with significant financial need.

**JAMES MORRISSEY '65 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 School 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.

**SUSAN NICHOLSON LAYNE '61 SCHOLARSHIP**

The Susan Nicholson Layne '61 Scholarship was established to provide scholarship assistance to a female student in the fifth (P3) or sixth (P4) year of the Doctor of Pharmacy Program. The student shall be in good academic standing as determined by the college with preference given to a student who is a single parent.

**DAVID OLES '76 VERMONT SCHOLARSHIP FUND**

The David Oles '76 Vermont Scholarship is awarded to a pharmacy student on the Vermont Campus of the Albany College of Pharmacy and Health Sciences. Supported through a gift from David Oles, Class of 1976, recipients of this scholarship must be residents of the State of Vermont at the time of application to the program and have documented financial need.

**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.

**JULIUS A. PASQUARIELLO '83 SCHOLARSHIP**

A member of the class of 1983, Julius A. Pasquariello established this scholarship to benefit student leaders at Albany College of Pharmacy and Health Sciences. As a student leader within his class, Julius wishes to honor and acknowledge ACPHS students who strive to become a well-rounded student. Recipients of this scholarship must be a class officer for a minimum of two years and be of a good moral character. The recommendation of a faculty or staff member is also required.

**FRANK A. REISS '89 MEMORIAL SCHOLARSHIP**

Frank Reiss was a community pharmacist and an active member of the Pharmacist Society of the State of New York (PSSNY), including serving as President of the organization. A member of the Class of 1989, Frank established this scholarship to encourage future community pharmacists. The recipient of this scholarship must have an interest in owning a community pharmacy and be a member of PSSNY.

**JAMES J. ROOME '79 SCHOLARSHIP**

Established by James J. Roome '79, this scholarship provides assistance to a student in the Doctor of Pharmacy program. The student must be in good academic standing as determined by the college and have financial need as determined by the Office of Financial Aid.

**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.

#### **LEGENDS NEVER DIE SCHOLARSHIP**

Established by the graduating class of 2013 on the Vermont Campus, the Legends Never Die Scholarship was created to directly support a student who displays strong leadership qualities, fosters relationships between students and faculty, and, among other things, advocates for the profession of pharmacy. This scholarship is available to a student who has completed the first professional year of the pharmacy program on the Vermont Campus.

#### **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.

#### **AARON ROSENSHINE '26 ENDOWED SCHOLARSHIP FUND**

The award is given annually to an academically able and well-rounded student with financial need.

#### **NANCY SHISHIK '83 MEMORIAL SCHOLARSHIP**

This scholarship was established by Nancy Shishik '83 to directly benefit a student who emulates Nancy's life, work and passions. Most important to Nancy was her perseverance during her return to pharmacy school after having children and then being a working mother during an incredibly successful career. During her courageous battle with non-smoking lung cancer, Nancy, along with her children Serene '93 and Serge '95 and countless friends and family members, established this scholarship. Nancy's legacy lives on through her desire to assist students who, like herself, return to Pharmacy school to pursue their dreams.

#### **CAROL LEE SOWEK '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.

#### **WALGREENS DRUG COMPANY**

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

#### **WEGMAN'S SCHOLARSHIP FUND**

The Wegman's Scholarship is restricted to students that maintain a high level of academic achievement, excellent work performance and who agree to complete either summer internships at Wegman's or sixth year rotations, or both.

#### **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. Students communicate their lender of choice to the Office of Financial Aid by submitting an application directly to their lender.

### **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).

### **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 of 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: [student\\_employment@acphs.edu](mailto:student_employment@acphs.edu).

# NEW YORK AND VERMONT STATE SCHOLARSHIPS & GRANTS

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The Higher Education Services Corporation administers the New York State programs of financial assistance to undergraduate 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](http://www.hesc.com).

## ELIGIBILITY

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

- Be a legal resident of New York State
- Study at an approved postsecondary institution in New York State (NYS)
- Have graduated from high school in the United States, earned a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department
- Be enrolled as a full-time student taking 12 or more credits (applicable toward your degree program) per semester
- Be matriculated in an approved program of study and be in good academic standing
- Have declared a major no later than within 30 days from end of the add/drop period:
  - ✓ in the first term of your sophomore year in an approved two-year program; or
  - ✓ in the first term of your junior year in an approved four-year program
- Meet good academic standing requirements
- Be charged at least \$200 tuition per year
- Not be in default on any State or federal student loan or on any repayment of state awards
- Meet income eligibility limitations

## 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:

<b><u>NUMBER OF PAYMENTS</u></b>	<b><u>MUST RECEIVE A GRADE FOR</u></b>
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.
  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 and Table 3).
- 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 2013-14 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.

### 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 (PharmD) degree program and all years of study in the bachelor's degree programs.

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid Effective 2010-11 for non-remedial students receiving first NYS award payment in 2010-11 and thereafter.

Program: Baccalaureate Program

Calendar: Semester

BEFORE BEING CERTIFIED FOR THIS PAYMENT

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
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A STUDENT MUST HAVE ACCRUED AT LEAST THIS MANY CREDITS

0	6	15	27	39	51	66	81	96	111
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WITH AT LEAST THIS GRADE POINT AVERAGE

0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0
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## **OTHER NYS SCHOLARSHIPS AND AWARDS**

The availability of all New York State scholarship and award programs are 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
- Flight 587 Memorial Scholarship
- Military Service Recognition Scholarship (MSRS)
- NYS Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers
- NYS Scholarships for Academic Excellence
- NYS Volunteer Recruitment Service Scholarship
- NYS World Trade Center Memorial Scholarship

### **NYS AWARDS**

- NYS Aid to Native Americans
- NYS Regents Awards for Children of Deceased and Disabled Veterans
- Segal 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.

The grant award amount is based on financial need and the cost of attendance of the student's school. The minimum and maximum award amounts are determined annually based on funding availability.

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.vsac.org](http://www.vsac.org).

# INSTITUTIONAL AID

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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 ISIR. 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, ACPHS Merit Scholarships, Trustee Scholarships and Trustee Grants will be renewed for a maximum of 11 semesters for students pursuing the Doctor of Pharmacy degree. Trustee Scholarships, Trustee Grants, Pharmaceutical Sciences Scholars Awards, Biomedical Technology Excel Awards, Health and Human Sciences Scholars Awards, Chemistry Scholars 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 3.0 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 MERIT SCHOLARSHIP**

ACPHS offers tuition scholarships to qualified entering freshmen upon admission to the College based upon honorable academic achievement in high school. The Merit 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 MERIT SCHOLARSHIP**

ACPHS offers tuition scholarships to qualified entering freshmen upon admission to the College based upon honorable academic achievement in high school. The Merit Scholarship is renewed each year provided the student maintains an overall cumulative GPA of 2.8 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 VALEDICTORIAN SCHOLARSHIP**

ACPHS offers tuition scholarships to qualified entering freshmen upon admission to the College who were ranked first in their class by their high school. The Merit 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 SALUTATORIAN SCHOLARSHIP**

ACPHS offers tuition scholarships to qualified entering freshmen upon admission to the College who were ranked second in their class by their high school. The Merit 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 PRESIDENT'S ENDOWMENT FOR EXCELLENCE**

Each year the committee representing the President'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 President's Cup Golf Tournament each summer. Renewed eligibility for the scholarship will be reviewed annually.

**ALBANY COLLEGE OF PHARMACY AND HEALTH SCIENCES BIOMEDICAL TECHNOLOGY EXCEL AWARD**

ACPHS offers tuition 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 PHARMACEUTICAL SCIENCES SCHOLARSHIP**

ACPHS offers tuition 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 CHEMISTRY SCHOLARSHIP**

ACPHS offers tuition scholarships to qualified entering freshmen, upon admission to the College in the bachelor's degree program in Chemistry, who exhibit honorable academic achievement in high school. The Chemistry 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 Chemistry. 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 HEALTH AND HUMAN SCIENCES SCHOLARSHIP**

ACPHS offers tuition 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 MICROBIOLOGY SCHOLARSHIP**

ACPHS offers tuition scholarships to qualified entering freshmen, upon admission to the College in the bachelor's degree program in Microbiology, who exhibit honorable academic achievement in high school. The Microbiology Scholarship is renewed each year, provided the student maintains a cumulative GPA of 2.5 or greater and continued enrollment in the Microbiology. 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**

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 TRUSTEE PHARMACY SCHOLARSHIP**

Each year the trustees of the College generously approve funding for a number of scholarships to be awarded to qualifying entering freshman on the basis of established need and academic achievement. Students must maintain a 2.3 overall cumulative GPA for continued renewal of the scholarship. In addition students who are new to the College who enroll through the Office of Pharmacy Admissions may be awarded a scholarship on the basis of established need and academic achievement. These students need to maintain a 3.0 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 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 NEW VISIONS SCHOLARSHIP**

As of Fall, 2013, ACPHS offers tuition scholarships to qualified entering freshmen upon admission to the College and based upon completion of the New Visions Program, offered through the Board of Cooperative Educational Services of New York State. The New Visions Scholarship is renewable for up to three years provided the student maintains an overall cumulative GPA of 2.7 or better. Recipients are also encouraged to submit the FAFSA to determine eligibility for other sources of financial aid.

**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.

**ALBANY COLLEGE OF PHARMACY AND HEALTH SCIENCES LEGACY SCHOLARSHIPS**

ACPHS offers limited scholarships to qualified entering freshman who have immediate family members currently attending or are graduates of the College.

**ALBANY COLLEGE OF PHARMACY AND HEALTH SCIENCES REGIONAL SCHOLARSHIPS**

ACPHS offers limited merit and need scholarships to qualified entering freshman who are from various regions of the country.

**ALBANY COLLEGE OF PHARMACY AND HEALTH SCIENCES FRESHMAN TECHNOLOGY GRANT**

ACPHS offers one time, 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.

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Activities	(518) 694-7366
Administration	(518) 694-7200
Administrative Operations	(518) 694-7118
Admissions	(518) 694-7221
Athletics	(518) 694-7357
Bookstore	(518) 694-7378
Student Accounts	(518) 694-7205
Business/Finance	(518) 694-7211
Career Services	(518) 694-7291
Continuing Professional Development	(518) 694-7231
Counseling and Wellness	(518) 694-7107
Experiential Education	(518) 694-7365
Financial Aid	(518) 694-7256
Global Initiatives	(518) 694-7207
Graduate Education	(518) 694-7149
Grants & IRB Administrator	(518) 694-7144
Innovative Learning	(518) 694-7142
Institutional Advancement	(518) 694-7393
IT Services	helpdesk@acphs.edu
Lab Safety	(518) 694-7379
Library	(518) 694-7270
Marketing and Communications	(518) 694-7394
Pharmacy Admissions	(518) 694-7149
Public Safety (Emergency)	(518) 244-3177
Public Safety (Non-emergency)	(518) 244-3167/244-4741
Registrar	(518) 694-7222
Research	(518) 694-7144
Residence Life	(518) 694-7107
Student Affairs	(518) 694-7107

## VERMONT

Office of the Vermont Dean	(802) 735-2621
Physical Plant	(802) 735-2613
Public Safety/Hunter North	(603) 494-4617
Library	(802) 735-2670
Registrar	(518) 694-7222
Student Affairs	(802) 735-2620
Colchester Police/Fire/Rescue	(802) 264-5555

# ON-CAMPUS DIRECTORY

*The following contacts/services apply to students on both campuses.*

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## **Accommodations/Americans with Disabilities Act or Section 504 of the Rehabilitation Act**

Director of Counseling and Wellness  
Student Center, Room 209; 518-694-7107  
[counselingservices@acphs.edu](mailto:counselingservices@acphs.edu)

## **Activities and Clubs**

Albany: Student Center, Room 207; 518-694-7366  
Vermont: Room 102C; 802-735-2620  
[Studentactivities@acphs.edu](mailto:Studentactivities@acphs.edu)

## **Add/Drop Procedure**

Registrar  
Library Building, Room 310; 518-694-7222  
[registrar@acphs.edu](mailto:registrar@acphs.edu)

## **Admissions**

Albany: O'Brien Building, Room 124; 518-694-7221  
Vermont: O'Brien Building, Room 118; 518-694-7149  
[admissions@acphs.edu](mailto:admissions@acphs.edu)

## **Advising**

Library Building, Room 309  
518-694-7291; [advising@acphs.edu](mailto:advising@acphs.edu)

## **Alcohol and Other Drug**

Director of Counseling and Wellness  
Student Center, Room 209; 518-694-7107  
[counselingservices@acphs.edu](mailto:counselingservices@acphs.edu)

## **Alumni Programs**

Office of Institutional Advancement  
O'Brien Building, Room 109  
518-694-7393; [alumni@acphs.edu](mailto:alumni@acphs.edu)

## **Athletics and Fitness Center**

Albany: Gym, Room 101, 518-694-7357  
Vermont: Room 102C; 802-735-2620  
[athletics@acphs.edu](mailto:athletics@acphs.edu)

## **Books and Supplies**

College Bookstore; Student Center, 518-694-7378  
[bookstore@acphs.edu](mailto:bookstore@acphs.edu)

## **Career Services**

Library Building, Room 303; 518-694-7291  
[careers@acphs.edu](mailto:careers@acphs.edu)

## **Change of Address (Student)**

E-mail Registrar's office with change  
[registrar@acphs.edu](mailto:registrar@acphs.edu)

## **Computer Services**

Information Technology Services  
Student Center, Room 212; 518-694-7358  
Vermont, Room 104; 802-735-2618

## **Counseling and Wellness**

Student Center, Room 209; 518-694-7107  
[counselingservices@acphs.edu](mailto:counselingservices@acphs.edu)

## **Dining Services**

Albany: Chartwells; Student Center; 518-694-7218  
Vermont: Brain Food Café; Room 112; 802-735-2691

## **Employment (On-Campus)**

Office of Financial Aid; O'Brien Building, Room 122  
518-694-7258; [finaid@acphs.edu](mailto:finaid@acphs.edu)

## **Experiential Education**

O'Brien Building, Room 108; (518) 694-7365

## **Financial Aid**

O'Brien Building, Room 122; 518-694-7256  
[finaid@acphs.edu](mailto:finaid@acphs.edu)

## **Global Initiatives**

Student Center, 207E  
518-694-7207

## **Graduate and Pharmacy Admissions**

O'Brien Building, Room 118; 518-694-7149  
[graduateeducation@acphs.edu](mailto:graduateeducation@acphs.edu)

## **Grants & IRB Administrator**

OB017E, 518-694-7144

## **Health Center**

Albany: Student Health Center, Albany Medical Center,  
South Clinical Campus, 25 Hackett Blvd., Albany, NY 12208;  
Tel. (518) 264-0900

## **Health Center**

Vermont: Fletcher Allen Health Care Colchester Family  
Practice, 883 Blakely Road, Colchester, VT; 802-847-2055

**Health Insurance**

Albany: Office of Administrative Operations,  
O'Brien Bldg., Room 113A, 518-694-7118  
Vermont: Room 102C; 802-735-2620  
[admin-operations@acphs.edu](mailto:admin-operations@acphs.edu)

**Housing and Residence Life**

Office of Residence Life  
Student Center, Room 207; 518-694-7107  
[reslife@acphs.edu](mailto:reslife@acphs.edu)

**Identification Cards**

Information Technology Services  
Albany: Student Center, Room 212  
Vermont: Room 104; [Helpdesk@acphs.edu](mailto:Helpdesk@acphs.edu)

**Immunization Records**

Experiential Program Administrator  
O'Brien Building, Room 108A; 518-694-7277

**Instructional Design Services**

Library Building, Room 301  
[instructionaldesign@acphs.edu](mailto:instructionaldesign@acphs.edu)

**Lab Safety**

518-694-7379; [laboratory.safety@acphs.edu](mailto:laboratory.safety@acphs.edu)

**Library Services**

Albany: Library, 518-694-7270  
Vermont: Room 211; 802-735-2670  
[Library@acphs.edu](mailto:Library@acphs.edu)

**Lost and Found**

Albany: UHA Public Safety, 84 Holland Avenue, Suite  
B-222; 518-244-3177  
Vermont: Room 102C; 802-735-2620

**Maintenance**

Albany: Physical Plant, O'Brien Building, Room 001,  
518-694-7118  
Vermont: Physical Plant, 802-735-2613  
[physicalplant@acphs.edu](mailto:physicalplant@acphs.edu)

**Meal Plans Billing**

Office of the Student Accounts  
84 Holland Building, Room 101; 518-694-7205  
[Student-accounts@acphs.edu](mailto:Student-accounts@acphs.edu)

**Meal Plans Information**

Office of the Administrative Operations  
O'Brien Building, Room 113A; 518-694-7118  
[admin-operations@acphs.edu](mailto:admin-operations@acphs.edu)

**Orientation**

Albany: Office of Student Life, Student Center,  
Room 207; 518-694-7366  
Vermont: Room 102C; 802-735-2620  
[studentservices@acphs.edu](mailto:studentservices@acphs.edu)

**Parking**

Albany: Office of Administrative Operations, O'Brien  
Bldg., Room 113A; 518-694-7118  
Vermont: Room 102C; 802-735-2620  
[admin-operations@acphs.edu](mailto:admin-operations@acphs.edu)

**Peer Tutoring Program**

Library Building, 518-694-7147  
[peertutoring@acphs.edu](mailto:peertutoring@acphs.edu)  
*Schedule appts. @ <http://albany.askonline.net>*

**Photocopying**

Library; Library Building, Room 212; 518-694-7270  
[Library@acphs.edu](mailto:Library@acphs.edu)

**Registration and Class/Course Scheduling**

Registrar; Library Building, Room 310; 518-694-7222  
[registrar@acphs.edu](mailto:registrar@acphs.edu)

**Science Assistance Center**

Library Building, Room 308  
[Science.assistancecenter@acphs.edu](mailto:Science.assistancecenter@acphs.edu)

**Student Professional Organizations**

Assistant Dean Sarah Scarpace; 518-694-7226

**Transcripts**

Registrar; Library Building, Room 310; 518-694-7222  
[registrar@acphs.edu](mailto:registrar@acphs.edu)

**Tuition and Billing**

Office of Student Accounts  
84 Holland Building, Room 101; 518-694-7205  
[Student-accounts@acphs.edu](mailto:Student-accounts@acphs.edu)

**Withdrawals and Leaves of Absence**

Registrar; Library Bldg., Room 310; 518-694-7222  
[registrar@acphs.edu](mailto:registrar@acphs.edu)

**Writing Center**

Library Building, Room 306  
[Writing@acphs.edu](mailto:Writing@acphs.edu)

# EMERGENCY CONTACT INFORMATION

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## **FIRE AND EMERGENCY SERVICES 9-1-1**

### **ALBANY CAMPUS**

**UNIVERSITY HEIGHTS ASSOCIATION PUBLIC SAFETY** (this should be the first call for all student emergencies) 518-244-3177

Albany Police and Fire Department (non-emergency) 518-438-4000

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

Emergency – 518-244-3177

**COLCHESTER POLICE/FIRE/RESCUE\*\***

802-264-5555

\*Hunter North Associates will provide on-site security officer during specified hours. During these hours, the Hunter North Security “On-Duty Officer” should be the primary call.

\*\**Outside of normal business hours (if Hunter North is not available) or to report potential criminal activity, please contact the Colchester Police Department at the number above.*

106 New Scotland Avenue  
Albany, NY 12208-3492  
Tel. (518) 694-7200



261 Mountain View Drive  
Colchester, VT 05446-5823  
Tel. (802)735-2601

Web site: [www.acphs.edu](http://www.acphs.edu)