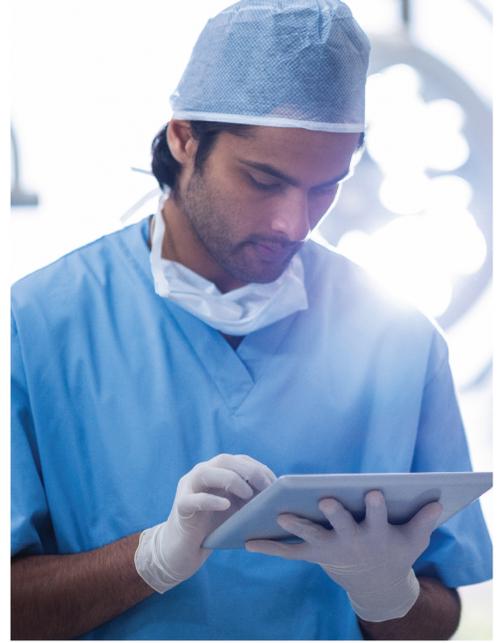




# ROCKY VISTA UNIVERSITY

Doctor of Osteopathic Medicine (MCOM)



**Academic Year  
2024-2025**

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The academic year of this catalog is Fall 2024 through Summer 2025.

The policy and academic requirements information in this catalog are for the 2024-2025 Catalog/Handbook and is effective as of June 17, 2024, until revised by Rocky Vista University. Academic requirements are based on the student's effective catalog for term of admission to degree program. Rocky Vista University has made every reasonable effort to determine that all information in this catalog is accurate as of June 17, 2024.

## Introduction

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### A Message from the President



This year's Rocky Vista University Student Handbook and Catalog is published as we celebrate many successes as an institution. This past year, Master of Physician Assistant Studies (PA) program received a 10-year accreditation from ARC-PA, their programmatic accreditor. Additionally, the Montana College of Osteopathic Medicine went from a dream to a reality. The Master of Science in Biomedical Sciences (MSBS) program continues to be the largest feeder program to RVUCOM. Rocky Vista University College of Osteopathic Medicine achieved a record number of students (287) successfully entering residency programs. Finally, we added a new masters' program, the Master of Medical Science on our Montana campus. RVU students and faculty are helping us reach our vision of "Achieving New Heights in Medical Education"

By every measure, RVU faculty and students are delivering on the promises contained in our university Mission Statement: "Rocky Vista University provides quality healthcare education while inspiring students to serve with compassion, integrity, and excellence". RVU students are leaders in national organizations, and in student outcomes: whether it is acceptance into and performance in medical school by our MSBS students, Physician Assistant National Certifying Exam pass rate and job placement by our PA students, or COMLEX pass rate and residency match success, our students are leading the way.

The administration and faculty of RVU remains dedicated to the students and student experience. We know that healthcare education is challenging and at times overwhelming and we are committed to providing the support services that students need.

At Rocky Vista University we embrace core values of integrity, collegiality, compassion, diversity, equity, excellence, inclusivity, service, and innovation. You will find these values every day during your time at RVU. That are meant to be inspirational, aspirational, and living declarations of who we are.

Please take the time to carefully review the material presented in this *RVU Student Handbook and Catalog*, as it includes information every student is expected to be familiar with, in addition to being an excellent resource.

Wishing each of you a successful year ahead.

Sincerely,

Warm regards,  
**David Forstein, DO, FACOOG**  
President and CEO  
Rocky Vista University

## About

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### Mission, Vision Statement and Core Values

#### Mission

Rocky Vista University provides quality healthcare education while inspiring students to serve with compassion, integrity and excellence.

#### Vision Statement

Achieving New Heights in Medical Education.

## Core Values

### Collegiality

Mutual respect, collaboration, and the open exchange of ideas advance mutual goals and facilitate individual growth.

### Compassion

The willingness to be engaged with the needs of others.

### Diversity

The recognition, reflection, and representation of individual differences within a community including, but not limited to culture, race, age, ethnicity or national origin, color, sex, gender, gender identity, sexual orientation, religious beliefs, spiritual practices, political beliefs, mental and physical ability, socioeconomic status, individual life experiences, or other ideologies.

### Equity

The implementation of unbiased policies and practices to ensure everyone has access to opportunities along with needs-based distribution of resources to obtain positive outcomes so that all individuals and groups may attain their full potential and no one is deprived regardless of identity, abilities, background, or socially determined circumstances.

### Excellence

The commitment to exceed expectations in education.

### Inclusivity

The dynamic process of creating a welcoming environment that increases awareness, knowledge, and empathetic understanding to enable individuals with diverse backgrounds, abilities, insights, and experiences to interact in an open, fair, respectful, equitable, and collaborative fashion.

### Innovation

Delivering new and creative ways to provide healthcare education while consistently demonstrating compassion, integrity, and excellence.

### Integrity

The quality of living a unified life in which one's convictions are well-considered and match one's actions, demonstrating fairness, honesty, sincerity, professionalism, and a consistent commitment to our mission, vision, and values.

### Service

Through active service, we support one another and seek to meet the needs of the larger community.

## University Administration

### David Forstein, DO, FACOOG

President and Chief Executive Officer (CEO)

### Kat Abernathy, MSOL, GPHR, PHR, CPA

Vice President of Human Resources  
MSOL, Colorado State University Global

### Heather Ferrill, DO, MS, MEdL

Vice President of Faculty Affairs and Dean of RVUCOM (Colorado and Utah)  
DO, Michigan State University College of Osteopathic Medicine  
MEdL, University of New England College of Osteopathic Medicine

### David Irons, CPA, MBA

Vice President of Finance and Controller  
CPA, State of Colorado  
MBA, Colorado Technical University

### Kyle LaValley, MBA

Vice President, Growth and Strategic Initiatives  
MBA, Colorado State University, Pueblo

### Kayla Manning, MBA

Vice President of Marketing and Enrollment Management  
MBA, University of Florida

### Janna L. Oakes, PhD

Vice President of Institutional Effectiveness  
PhD, University of Denver

### David Park, DO, FAAFP, FACOFP

Vice President and Founding Dean of MCOM  
DO, New York Institute of Technology College of Osteopathic Medicine

### Jesús Treviño, PhD

Vice President of Diversity, Equity, and Inclusion  
PhD, University of California Los Angeles

## Accreditations

### Institutional Accreditation

#### **Rocky Vista University (RVU) is accredited by the Higher Learning Commission (HLC).**

HLC accredits degree-granting post-secondary educational institutions in the United States. HLC is as an institutional accreditor, accrediting the institution as a whole. At its meeting on May 1, 2018, the Institutional Actions Council (IAC) of the Higher Learning Commission voted to continue the accreditation of Rocky Vista University with the next comprehensive evaluation to be scheduled for 23-24. HLC is an independent corporation that was founded in 1895 as one of six regional accreditors in the United States. For further information please contact the Higher Learning Commission at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; or (800) 621-7440.

## State Authorizations

Rocky Vista University has full authorization from the state agencies listed below to operate its campuses in Colorado, Utah, and Montana.

### **Colorado Department of Higher Education**

1560 Broadway, Suite 1600  
Denver, CO 80202  
303-862-3001

### **Montana University System**

560 N. Park  
Helena, MT 59620  
406-449-9124

### **Utah Department of Commerce**

160 East 300 South  
Salt Lake City, Utah 84114  
801-530-6601

## Specialized Program & Center Accreditations

Specialized program accreditation agencies accredit specific academic programs within an institution of higher learning. These program accreditations ensure that individuals who successfully complete an RVU degree program are eligible to sit for relevant licensure examinations. Rocky Vista University's programs and centers hold the specialized program accreditations listed below. Completion of

### **Doctor of Osteopathic Medicine**



The Doctor of Osteopathic Medicine program offered at RVU's Colorado, Utah, and Montana campuses have been granted Accreditation - Continued status by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA). For further information please contact COCA at 142 E. Ontario St., Chicago, IL 60611; or (800) 621-1773; email: [predoc@osteopathic.org](mailto:predoc@osteopathic.org)

### **Master of Physician Assistant Studies**



*Accreditation Review Commission on Education  
for the Physician Assistant, Inc.*

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has

granted **Accreditation-Continued** status to the **Rocky Vista University Physician Assistant Program** sponsored by **Rocky Vista University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **March 2033**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The program's accreditation history can be viewed on the [ARC-PA website here](#).

### **Rocky Vista University Surgical Simulation Center**



RVU has the distinction of being recognized

as a **Comprehensive Accredited Education Institute (AEI) by the American College of Surgeons**, and is the only osteopathic medical school to receive this prestigious accreditation. This consortium of high-quality programs around the world sets the standard for excellence and innovation in simulation-based education. Our designation includes both Colorado and Utah campuses. For further information please click on the link below or contact the ACS at 633 N. Saint Clair Street, Chicago, IL 60611; or (312) 202-5000.

## **Self-Evaluation**

As an institution committed to continuous quality improvement, RVU maintains active processes for assessment of student learning, student course evaluations, operational effectiveness evaluation, graduating student and alumni surveys, and engages actively with executive advisory councils comprised of external stakeholders in Colorado, Utah, and Montana.

## **Institution Ownership**

RVU is owned by RVU Holdings, Inc., an indirect subsidiary of Medforth Global Healthcare Education Group, LP and Bear Holdings, LP.

# Facilities

## Colorado

Rocky Vista University is located in the City of Parker, Colorado, just 20 minutes from downtown Denver. Our Parker campus encompasses a state-of-the-art facility spanning 153,000 square feet. Our campus features three large auditoriums, a fully equipped simulation lab, a comprehensive medical library, a self-serve cafeteria, an anatomy lab, an OPP lab, and a primary care health clinic. The health clinic is available to both students and the community, providing essential services and hands-on training opportunities to our students.

## Utah

The Utah campus is located in Southern Utah in a city named Ivins, Utah, overlooking the majestic Red Rock Mountains. The city of Ivins is in the southwest corner of the state, just outside of St. George. The two-story, 104,000 square foot building was designed to complement the natural scenery of the area. The facility includes two 200-seat lecture halls, three seminar rooms, 36 small-group study rooms, clinical skills and OPP lab, a full dissection gross anatomy lab, a multipurpose lab, a simulation center, standardized patient rooms, and a 9,000 square foot library. There is a 23,000 square foot medical office building across the street from the campus which house administrative offices, a mental health facility for students, a fitness center and a medical clinic that provides clinical training opportunities for students (as well as health services to RVU students, faculty and staff and the larger community).

## Montana

RVU-MCOM is Montana's first 4-year medical school. Our 138,000 square foot campus sits on 12.8 acres in beautiful Billings, MT. The University strives to recruit and educate individuals committed to becoming highly competent physicians who will assist in meeting the needs of the wide diversity of patients they will encounter during their careers, and who will be equipped to adapt to the demands of a changing health care system.

Key features of the RVU-MCOM campus facility include:

- Modern architecture capitalizing on natural light
- Innovative technology
- Immersion room simulations
- High-fidelity mannequins
- Hand-held ultrasound
- Group-based active learning spaces,
- Expansive anatomy lab for both cadavers and virtual reality

Emphasis on physical and mental wellbeing flows throughout the campus and includes a yoga studio and full fitness center. A full-time mental health counselor is located on site for students to readily access mental health services. Indoor and outdoor spaces are designed to build community by giving students places to gather.

# University Policies

*Note: Individual program policies may differ from University policies. Please review policies listed under the specific programs.*

## Anatomy Laboratory Expectation for Participants

Cadaveric specimens that are used in Anatomy Labs are obtained from individuals who recognized the importance of human dissection in the training of future healthcare professionals. The donor bodies must always be treated with respect. Students are expected to follow all policies in the RVU Gross Anatomy Laboratory Policies and Procedures document. Students who break confidentiality of donor identity, disrespect donors, who purposefully destroy tissues in a manner inconsistent with the dissector, or who fail to maintain their donor by using wetting solution and maintenance procedures appropriately will lose their Gross Anatomy Laboratory privileges and may be referred to the Associate/Assistant Dean of Student Affairs for review and possible disciplinary action as indicated. If allowed to continue in the curriculum, these students may be required to complete the remainder of Gross Anatomy Laboratory coursework for the academic year using alternative but equivalent learning and assessment materials.

### Colorado Campus

Rocky Vista does not currently operate its own body donation program. Those individuals interested in donating their bodies for the medical education of young doctors can donate through the [State Anatomical Board of Colorado](#).

State Anatomical Board  
Phone: (8 am–4 pm): [303-724-2410](tel:303-724-2410)  
[Website](#)

### Montana Campus

Rocky Vista does not currently operate its own body donation program. Those individuals interested in

donating their bodies for the medical education of young doctors can donate through the [State Anatomical Board of Colorado](#).

State Anatomical Board  
Phone: (8 am–4 pm): [303-724-2410](tel:303-724-2410)

### Utah Campus

Rocky Vista does not currently operate its own body donation program. Those individuals interested in donating their bodies for the medical education of young doctors on our campus can donate through the [University of Utah's Body Donor Program](#) and request that your donation is sent to our campus.

For questions about body donation through the University of Utah please call, email, or write to:

Kerry Peterson  
Body Donor Program  
520 Wakara Way, SLC, Utah 84112

Phone: (8 am–4 pm): 801-581-6728  
Phone: (after hours, weekends, & holidays): 801-581-2121  
Email: [bodydonor@lists.utah.edu](mailto:bodydonor@lists.utah.edu)

[Website](#)

## Attendance Records

Attendance records are kept by and are the responsibility of the individual Course Directors.

## CLERY Act

Rocky Vista University shares many of the same interests and concerns as other colleges and communities, including a concern about crime. The University has been fortunate not to have experienced a significant number of crimes, but one should not be misled into thinking the campus is crime-free. There is always the possibility of a criminal act occurring against a member of the RVU community despite the best efforts of the Safety and Security Department and the administrative staff. A truly safe campus can only be achieved through the shared responsibility of all members of the RVU community.

The University is committed to maintaining a safe environment to support a healthy, learning-centered campus. This commitment includes making necessary physical improvements that promote safety and well-being; the revision and updating of policies, procedures, and rules; and an obligation to hold accountable those who choose to commit crimes or violate rules and regulations.

Every student, faculty, staff member, and visitor has an individual responsibility to be aware of their personal safety, to properly utilize college resources, to make positive choices, and to use common sense. Crimes, violations, hate crimes, suspicious persons or activity, and safety issues should be reported upon discovery through the appropriate channels as described in this Handbook. Please take the time to familiarize yourself with the emergency procedures and the important information on the website. Updates, timely warnings, and important information regarding safety on campus will be communicated by emails, fliers, TV monitors, and other presentations.

For more information, view the [RVU Annual Security Report](#).

To obtain a copy of the Daily Crime Log, please visit the Security Office on any of the campuses.

## Disabilities and Academic Accommodations

### Disabilities and Academic Accommodations

Rocky Vista University recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students are required to meet the technical standards set forth by the college/program in which they are enrolled, with or without reasonable accommodations. RVU complies with federal and state law prohibiting discrimination against any applicant or enrolled student on the basis of race, color, religion, sexual preference, age, disability, or other protected status. In accordance with its obligations under the Americans with Disabilities Act of 1990 and Section 5.04 of the Rehabilitation Act of 1973, RVU does not discriminate against qualified individuals with disabilities in admission or in access to programs and activities.

Students who may qualify for accommodations include those who have received accommodations previously or who have been diagnosed with a condition impacting one or more major life activities (such as caring for oneself, performing manual tasks, learning, walking, seeing, hearing, breathing, and working, etc.). Although students with temporary illness or injury are not considered disabled by law, every reasonable effort to accommodate their needs will be exercised. If you feel you meet these criteria or would like to discuss your eligibility for accommodations, you are encouraged to complete our registration [form](#).

Requests for accommodations and services are evaluated on an individual, case-by-case basis and are dependent on a student's functional limitations within a given environment. Through an interactive dialog

facilitated by Disability Services, all relevant factors, including the impact of the disability on the student's access to a course or a program, supporting clinical or diagnostic documentation, and the relevant learning outcomes of the given program, will be considered. Requests for accommodations that would result in an alteration of the fundamental nature or learning outcome of a course or a program are not reasonable and will not be approved.

Clinical documentation or other diagnostic information submitted to Disability Services is kept confidential and is released to a third party only with the student's written permission or as required by law. General information about a student's disability and accommodation request/s, however, may be shared with other RVU officials or, in limited circumstances, with third parties who have a legitimate educational need to know. The student's disabilities file is maintained by the RVU Disability Officer and is held separately from the student's official academic record.

Students requesting disability-related accommodations must follow the process outlined below.

### **Accommodations Request Process**

#### **Step 1: Complete the [Initial Accommodation Request Form](#)**

It is the student's responsibility to initiate the process with Disability Services as soon as possible after committing to attend RVU, or after diagnosis, to ensure timely approval and implementation of approved accommodations. While requests may be submitted at any point throughout the year, students should consider that the interactive process, including documentation review and eligibility notification, typically requires two (2) weeks. Incomplete documentation may delay the review process.

#### **Step 2: [Schedule an Appointment](#) with Disability Services**

After submitting the Initial Accommodation Request Form, students must schedule a Welcome Meeting with [Disability Services](#).

Meetings can be held virtually for students on all three campuses or in-person for students on the Utah campus.

Disability Services' priority is initiating the interactive process with students; therefore, students should not delay submitting a request due to a lack of documentation concerns. The Disability Officer will discuss [acceptable types of documentation](#) during the Welcome Meeting, and can answer specific documentation-related questions at that time.

#### **Step 3: Welcome Meeting**

The Welcome Meeting is the beginning of an interactive process in which the Disability Officer will talk with students about disability-related barriers they may be experiencing, any history of accommodations they may have, as well as possible accommodations that may be reasonable and appropriate in the various RVU learning environments within the program. Students will also have the opportunity to ask questions, provide information and otherwise engage with the Disability Officer to understand how accommodations work within a medical education setting and what to expect relative to next steps in the process of establishing eligibility.

#### **Step 4: Documentation Review and Notification of Eligibility Determination**

Upon receipt of the Initial Contact Form-Request for Accommodations and other supporting documentation, the student's eligibility for accommodations will be reviewed and the student will receive a Notification of Eligibility Determination. The eligibility notification will specify the accommodations for which the student has been approved, and copies will be sent to the Office of Testing and appropriate RVU officials. Once approved for accommodations, the Testing Center will send out instructions regarding the administration and location of exams with accommodations.

In some cases, a student may be asked to provide additional supporting documentation/information if the submitted documentation is outdated or does not include sufficient relevant information to determine the impact of the disability. Last-minute submission of documentation may result in unavoidable delays in consideration of requested services.

Please note that accommodations granted by the University are not applicable retroactively and will not affect past administrative or academic actions, or past performance evaluations and examinations.

#### **Accommodation Renewal Process**

Accommodations will generally remain effective for the duration of a student's active enrollment in an RVU program. However, when transferring from one program to another (i.e. from MSBS to RVUCOM, or from MMS to MCOM) students must request to renew their accommodations prior to the start of the new academic program. Failure to request a renewal of accommodations may delay timely implementation. To verify their intent to continue using accommodations in a new RVU program, students should complete the [Accommodation Renewal Request form](#) prior to the first day of the new academic year.

Additionally, students are encouraged to meet with the Disability Officer prior to entering the clinical rotation portion of their program, if applicable, or at any time an adjustment to currently approved accommodations may be necessary.

## National Board Accommodations

Students seeking accommodations for licensure exams must directly petition the organization administering the exam to seek test accommodations. Please schedule a meeting with the Disability Officer to discuss this process in more detail and learn about additional support RVU may be able to provide.

## ADA Accommodation Review Requests and Appeals

Disability Services is committed to ensuring that Rocky Vista University is inclusive and accessible to all students. Several options are available to students who would like to address disability-related concerns, complaints, or issues.

If a student has concerns about the support provided by the [Disability Officer](#), or if they believe that they have been denied reasonable accommodations as requested, we recommend initiating a conversation with the Disability Officer to discuss those concerns. If the matter remains unresolved or if the student disagrees with the determination reached by the Disability Officer, the student may appeal the decision to the [Associate/Assistant Dean of Student Affairs](#) by submitting an [Accessibility Grievance Form](#). The student will be contacted within seven (7) days of submission and will be given an opportunity to share additional details regarding their specific situation and the reason for the appeal request.

If the student believes their complaint is a matter of discrimination, the student has the right to bypass the Associate/ Assistant Dean of Student Affairs by submitting an EthicsPoint Complaint [online](#) or by calling (844) 936-2729.

If a satisfactory solution is still not offered, the student may choose to file a complaint with the U.S. Department of Education, [Office of Civil Rights](#).

## Diversity Statement

Rocky Vista University is committed to creating a diverse community: one that is inclusive and responsive, and is supportive of each and all of its faculty, students, and staff. The University seeks to promote diversity in its many manifestations. These include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability, and place of origin.

Rocky Vista University (RVU) recognizes that we live in an increasingly interconnected, globalized world, and that students benefit from learning in educational and social contexts in which there are participants from all manner of backgrounds. The goal is to encourage students to consider diverse experiences and

perspectives throughout their lives. All members of the University community share a responsibility for creating, maintaining, and developing a learning environment in which difference is valued, equity is sought, and inclusiveness is practiced.

## Diversity and Non-Discrimination Policy

It is RVU's policy to prohibit discrimination or harassment against any person because of race, color, religion, creed, sex, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, veteran status, political beliefs or affiliations. Moreover, the University complies with all federal and state nondiscrimination, equal opportunity and affirmative-action laws and regulations, among these the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972.

RVU's policy on non-discrimination can be found in its Student Handbook, as well as in its Employee Handbook and Faculty Manual. This policy applies not only to employment opportunities, but also to admissions, enrollment, scholarships, loan programs, participation in University activities, access to, participation in and treatment in all University centers, programs and activities.

RVU makes a concerted effort to recruit from diverse backgrounds for both enrollment and employment, not only in terms of ethnicity and gender, but also in terms of life experiences.

## Dress Code

RVU Students must follow the following dress code requirements while on campus during business hours (typically 8am – 5 pm).

The RVU dress code reflects the dignity of the health care profession and respect for other students, faculty, administration, staff, and particularly special visitors.

The dress code reflects a general minimum standard for the campus community. Students should refer to the course syllabi and program handbooks for further specific dress requirements (e.g., labs, lectures, rotation sites). The University has the right to require specific dress for specific occasions (e.g., special guests on campus, "casual Fridays") and students will be notified of any adjustments. Questions regarding appropriate attire may be directed to the Office of Student Affairs and setting-/program-specific leadership.]

The different learning and teaching environments at RVU may require different dress styles and what is appropriate for one setting may be inappropriate for

other settings. (e.g., lab, lectures, lab, recreational activity). Regardless of the setting, all clothing should be neat, clean, and respectful of others. Everyone is expected to be well-groomed and wear clean clothing, free of holes, tears, or other signs of wear beyond normal functionality. Students are allowed to dress the full day for the learning experience that they are engaged in; for example, if they are in lab they may wear lab attire for the entire day. However, lab attire that consists of shorts, sports bra, or bare chest should be covered by appropriate outerwear or clinically-appropriate scrubs while not in lab. Students practicing OMM skills outside of lab, may be permitted to wear lab appropriate clothing while practicing.

Appropriate attire *does not* include clothing with rips, tears or frays; or any extreme style or fashion in dress, footwear, accessories, or fragrances. Inappropriate attire also includes clothing having language or images that can be construed, based on societal norms, to be offensive or contribute to a hostile learning and working environment. Hats and headwear are not permitted other than for religious or cultural purposes.

All students are permitted to wear the clothing of their choice regardless of traditional gender norm conformity. Students may dress in accordance with their gender identity and gender expression, provided that such clothing does not violate other aspects of the university dress code.

Students should be open to feedback regarding their attire from peers, faculty, and staff, as the attire of any student can impact others and the RVU community. Questions or concerns regarding dress or dress-related feedback can be brought to the Assistant/Associate Deans of Student Affairs whose decision will be final in the event of an issue. Generally, students will be expected to self-monitor their own attire. However, egregious or repeated dress violations will be considered unprofessional behavior and may result in a disciplinary sanction. Students may be asked to leave campus to change if they are inappropriately dressed depending on the specific situation and case.

When uncertain, students should default to business casual attire or professional scrubs with a white coat on top. Business casual is generally characterized as: slacks/trousers, jeans, dresses, and skirts with modest lengths; collared shirts, sweaters, and blouses; clothing that covers the chest, back, torso, stomach, and lower extremities from armpit to mid-thigh when the body is standing straight and when bending over or reaching the hands above the head; tops that have shoulder straps; bottoms that fully cover an individual's buttock. Business Casual attire is not required after 5pm, but appropriate clothing is still expected.

Cultural and religious attire is welcomed as long as it is safe and appropriate for the specific learning

environment. Students must wear their RVU ID at all times unless outlined differently in course or clinical syllabus.

When on location at clinical training sites, students must adhere to the training site's dress code. Students are required to reach out to each of their training sites one week prior to the beginning of each clerkship rotation to learn the appropriate attire.

## Health Insurance Portability and Accountability Act (HIPAA)

The HIPAA Privacy Rule (Public Law 104-191) regulates the use and disbursement of individually identifiable health information and gives individuals the right to determine and restrict access to their health information. It requires that reasonable and appropriate technical, physical, and administrative safeguards be taken with electronic, individually identifiable health information. Specifically, we must ensure the confidentiality, integrity, and availability of all electronic protected health information we create, receive, maintain, or transmit.

All students at Rocky Vista University must complete a training course over the privacy laws that apply to the Health Professions to meet requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Annual refresher training is required as well. The HIPAA training is provided online, and information to access training will be provided at orientation. A score of 80% or better on the HIPAA training course is a requirement prior to entering RVU programs.

All RVU students are required to abide by all rules, regulations, and policies of HIPAA. RVU has a zero-tolerance policy for violation of patient privacy, and failure to adhere to the mandates of HIPAA is grounds for immediate dismissal from the program.

Students are further expressly prohibited from taking photographs or video of patients without proper preceptor and patient consent. Any and all photographs or videos properly obtained are to be used for educational purposes only and shall not be distributed in any fashion, including, but not limited to, email, hard copy, or social media. The improper acquisition, use, or dissemination of any patient photos or videos is considered a significant violation of both HIPAA and program policies and may result in immediate dismissal from the program.

# Non-Discrimination Statement

It is the policy of Rocky Vista University and all of its affiliated colleges and organizations not to engage in discrimination or harassment against any person because of race, color, religion or creed, sex, gender, gender identity and expression, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, veteran status, genetic information, sexual orientation, veteran status, political beliefs or affiliations, and to act in conformity with all applicable federal and state laws, orders and regulations, including the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972. This policy on nondiscrimination applies to admissions, enrollment, scholarships, loan programs, participation in University activities, employment, and access to, participation in, and treatment in all University centers, programs, and activities.

Questions, comments, or complaints regarding discrimination or harassment may be directed to the Rocky Vista University Office of Compliance and/or the Title IX Coordinator (if discrimination is based on sex/gender-identity) by calling 720-874-2481. Another option is to file a complaint through the [RVU EthicsPoint system](#).

Complaints may also be filed with the U.S. Department of Education, [Office for Civil Rights \(here\)](#) or calling their Customer Service Hotline at (800) 421-3481.

## Needlestick and Bloodborne Pathogen Exposure

Students will potentially come into contact with, or be exposed to, blood and other infectious bodily fluids, whether by direct contact or respiration. Students are also at risk for clinical-related injuries, such as accidental needlesticks. Immediate attention and care of such exposures and injuries are vital to minimize any potential infection.

Upon matriculation and each year of program enrollment thereafter, all students are required to complete online training for prevention of exposures to infectious and environmental hazards. Additionally, prior to beginning clinical experiences, students are provided a quick-reference guide detailing appropriate procedures to follow in the event of an exposure or needlestick injury. Once a student has experienced an exposure or needlestick, the student shall seek immediate treatment in accordance with current and

appropriate medical standards. The student shall immediately notify his/her preceptor and fill out any and all forms required by the clinical sites. Should an exposure incident occur, the student should contact RVU's Department of Human Resources, after following hospital or clinic protocol. Should students incur any costs related to evaluation and treatment of an exposure or needlestick injury, the student should submit all claims to the Human Resources Department for processing with Worker's Compensation.

The full policy on Needlesticks and Exposure Incidents can be found on [DynamicPolicy](#).

## OSHA - Biosafety, Universal Precautions, and Bloodborne Pathogens

All students must complete a basic training course in biosafety, as required by the Occupational Safety and Health Administration (OSHA). Because patient contact and/or hands-on learning is a required part of the RVU curriculum, all RVU students must complete OSHA training annually. The avenue chosen for completion of this training is the Collaborative Institutional Training Initiative (CITI) online program.

Instructions for registering and logging onto the CITI website, and specific instructions on which courses are required, are provided annually by the Compliance Office.

## Pregnant and Parenting Students Policy

In accordance with the Pregnant and Parenting Student Civil Rights outlined by the U.S. Department of Education's Office of Civil Rights (OCR), RVU must excuse a student's absence because of pregnancy or childbirth for as long as the student's physician deems the absences medically necessary. In addition, when a student returns to school, the student must be allowed to return to the same academic and extracurricular status as before the medical leave began. Students enrolled in courses, fellowship, or clinical rotation during or after pregnancy may face unique challenges regarding attendance and the ability to be absent from the site. Pregnant and parenting students who are in the midst of courses, clinical rotation or fellowship should work with the Student Affairs Disability Officer to address challenges unique to the students' situation. Students on or entering clinical rotation should also

contact their Program Director (PA) or the Associate Dean of Clinical Education (COM), as schedules can be rearranged.

For the full policy and how to make requests for accommodations, please go to [DynamicPolicy](#) or contact your campus Associate/Assistant Dean of Student Affairs or the Title IX Coordinator.

## Professional Liability and Workers' Compensation Insurance

Students are covered by RVU's professional liability and workers' compensation insurance for all RVU-sponsored curricular and co-curricular activities, including rotations, shadowing, health fairs, medical mission trips, etc. Any student who is injured while on clinical rotation must notify the Associate Dean of Clinical Education for the College of Medicine or the Director of Clinical Education for the PA program and must contact **Human Resources** immediately for direction about workers' compensation. Students are not covered for non-RVU activities.

## Reservation of Power

The *RVU Student Handbook and Catalog* is a reference guide to provide students with important information about policies, procedures, requirements, and services. The Handbook is available online at [www.rvu.edu/handbook](http://www.rvu.edu/handbook). This Handbook is not intended to be a contract nor part of a contractual agreement between the University and the student. Each edition of the *RVU Student Handbook and Catalog* supersedes all previous handbooks. Failure to read the Handbook and to be familiar with the rules, policies, and procedures contained in it does not excuse the student from being required to comply with the stated provisions.

Rocky Vista University reserves the rights to amend, modify, add to, or delete information contained within the *RVU Student Handbook and Catalog* at any time without notice. Such changes may include, but are not limited to, changes in tuition and/or fees, academic requirements, curriculum, policies, and responsibilities of the student.

Please note: at times, specific program policies will be more stringent than University policies. Students are required to follow program policies first. In the event the issue can't be resolved at the program level, it will be addressed at the University level by the Provost, whose decision is final.

## Disclaimer

This Handbook may not contain all policies applicable to RVU students. If you are searching for a policy that is not found in this Handbook, please contact the Compliance Office or Student Affairs for assistance or visit [DynamicPolicy](#) for a list of policies by category.

## Sexual Misconduct and NonDiscrimination Policy

Rocky Vista University (the "University") is committed to the principles of academic and professional excellence and to fostering a positive learning and working environment for its students and employees. Accordingly, the University does not discriminate on the basis of sex in the administration of or in connection with its educational and admission policies, scholarship and loan programs, or employment practices, and it is required by Title IX of the Educational Amendments of 1972 to not discriminate in such a manner.

It is the intent of the University to provide its employees and students with an environment free of sexual discrimination, sexual harassment, and sexual violence (collectively "sexual misconduct"), and to respond appropriately to reports of sexual misconduct. The civil and respectful treatment of one another is a foundation of our principles, and the University will not tolerate any form of sexual misconduct. Persons found responsible for sexual misconduct are subject to disciplinary measures, up to and including dismissal or termination, consistent with this Sexual Misconduct Policy and Investigation Procedures ("Policy") and any other applicable disciplinary procedures.

Compliance with this Policy is a term and condition of student enrollment and employment at the University.

Questions about this policy or Title IX can be directed to Associate Dean of Students in Montana (406) 901-2708, or to the Title IX coordinator (720) 874-2481.

RVU's Sexual Misconduct and NonDiscrimination Policy and Procedures document is a working document that invites participation and input from the entire RVU community. Revisions will be made on an ongoing basis that reflect community feedback and participation in Title IX educational and prevention activities.

### Sexual Misconduct and NonDiscrimination Reporting, Investigating, and Hearing Procedures

Any individual who believes that an employee or student of the University, including themselves, has been subjected to sexual misconduct is encouraged to immediately follow the applicable reporting and investigation procedures and may also pursue criminal, civil, and/or administrative remedies provided by federal

and state law. The University encourages all individuals to report possible sexual misconduct that they suffer or observe, and requires responsible employees of the University to do so.

For a full account of the University's reporting, investigation, and hearing procedures, please review the information on the RVU website at: <https://www.rvu.edu/about/title-ix/>. Questions about this policy or Title IX can be directed to the Title IX Coordinator at (720) 874-2481.

## Student Complaints

It is RVU campus policy that all students at all times have the right to lodge a complaint or grievance or appeal that they deem important without fear of retaliation of any sort or any other adverse consequence as a result of doing so.

RVU provides the opportunity for students to resolve conflicts and/or related complaints using two levels, informal or formal, or both. Students may elect the avenue that serves their specific needs most appropriately, although some matters may not be available via the informal process. The recommended general strategy is to first contact the specific individuals or units most directly connected with the issue at hand unless there are good reasons for not doing so, such as issues related to alleged sexual misconduct. The Associate/Assistant Dean of Student Affairs can provide guidance on complaint protocol and potential resolution.

The **informal** resolution process is designed to resolve problems for students having difficulty with other students, staff, or campus procedures short of written complaints, investigation, and disciplinary action. This process may involve mediation or discussion with the respondent and does not involve a written, formal complaint. This process should not be used for complaints involving academic, disability, discrimination, and/or racial or sexual harassment issues.

The **formal** complaint procedure is designed to resolve problems for students who are having difficulty with other students, faculty, staff, or processes **that cannot be resolved through the informal resolution process**, or for students who choose to have an investigation and adjudication in a formal setting. This procedure entails a complaint filing through EthicsPoint online via the web at [rvu.ethicspoint.com](http://rvu.ethicspoint.com) or by calling 844-936-2729. Complaints may be filed anonymously, but remaining anonymous may impair a resolution if your identity is needed to resolve a complaint.

Details on the Student Complaints and Grievance Procedures, as well as the complaint form, are

available on the website and the student portal (MyVista). Assistance is also available from the Associate/Assistant Dean of Student Affairs.

### Student Complaints to Accrediting Bodies

Students may file a complaint with the University's accrediting bodies by contacting the following agencies:

#### Higher Learning Commission (HLC)

230 S. LaSalle Street; Suite 7-500; Chicago, IL 60604  
Phone: (800) 621-7440

#### Colorado Department of Regulatory Agencies

1560 Broadway, Suite 110, Denver, CO 80202  
Phone: (800) 886-7675

#### Utah Department of Commerce, Division of Consumer Protection

P.O. Box 146704, Salt Lake City, UT 84114  
Phone: (801) 530-6601

#### Commission on Osteopathic College Accreditation of the American Osteopathic Association

142 East Ontario Street, Chicago, IL 60611-2864  
Phone: (312) 202-8048  
[predoc@osteopathic.org](mailto:predoc@osteopathic.org)

#### ARC-PA

3325 Paddocks Parkway, Suite 345  
Suwanee, Georgia 30024  
Phone: 770.476.1224  
Fax: 470.253.8271

#### U.S. Department of Education Office for Civil Rights

<https://www2.ed.gov/about/offices/list/ocr/index.html>

## Student Confidentiality and Conflict of Interest

In compliance with the COCA, HLC, and ARC-PA relevant accreditation regulations, RVU is committed to ensuring the prevention of potential conflicts of interest for student academic advancement and the protection of student confidentiality in the clinical setting. Students seeking healthcare will not be placed in a position in which they could potentially be treated by any faculty or staff that have authority over their educational pursuits. Authority over a student's educational pursuits at RVU is defined by those RVU personnel who, including but not limited to, determine grades, ongoing status of academic standing, and academic advancement within the Program, College, or University, such as Deans, Program Directors, Department Directors, Course Directors or any other faculty who may have grading

authority. Medical providers in any of the aforementioned roles will be precluded from providing medical care for a student unless specifically requested by the student. Neither the principal faculty of the COM, MSBS, or PA program, the PA or MSBS program directors, nor the COM or PA program medical directors will serve as healthcare providers for students. In all cases of emergency, care is provided by another faculty member or medical personnel. Further, RVU students participating in clinical training will not be involved in the medical care of other students, unless expressed permission is individually obtained from the student patient. Patient confidentiality will be guaranteed for all RVU students in all clinical settings.

## Tardiness Definition

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Students who are not in class for 50% or more of the class period will be counted absent.

## The Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) The policy in its entirety can be found within the university’s [Dynamic Policies](#).

## Title IX Policy

All RVU employees and students are trained about Title IX Sexual Misconduct Laws on an annual basis. Students and employees are made aware of, and updated on, the Federal Title IX Act and RVU’s policies throughout each year.

RVU’s Title IX Coordinator manages the University’s response to complaints of sex-based discrimination, including sexual harassment, stalking, sexual assault, relationship violence, and other forms of sexual misconduct, as well as retaliation.

If you believe you or someone you know has been the victim of sexual misconduct or are aware of sexual misconduct and would like to find out about how the University can help you, contact the Title IX Coordinator at (720) 874-2481.

You may also want to make an appointment to talk with one of RVU’s Sexual Assault Advocate and Mental

Health counselors. The counselor on the Colorado campus can be reached at (720) 875-2896 and the counselor on the Utah campus can be reached at (435) 222-1270. Your conversation will remain confidential and will not be shared with the Title IX Coordinator, unless you waive your right to confidentiality.

You may seek the assistance of a trusted faculty member; if you do so, please keep in mind that all University employees (other than medical or counseling professionals) are mandatory reporters and must report all information to the Title IX Coordinator.

For direct access to the current Title IX policy, visit the website at: <https://www.rvu.edu/about/title-ix/> .

## Student Financial Services

### Tuition Refund Policy

#### Purpose & Scope

The purpose of this policy is to make clear what circumstances may warrant a tuition refund.

Tuition and applicable fees vary according to the degree program in which the student is enrolled. Please refer to the section for each individual degree program for more information.

#### Policy Statement

Students will be billed for tuition and fees approximately 30 days prior to the beginning of each semester. Tuition and fees must be paid in full by the first day of class. Late tuition payments or failure to make arrangements to pay tuition will result in the student being removed from class and/or clinical externships.

Students who withdraw (either voluntarily or involuntarily) before the first day of class of a semester for which they have already paid their tuition and fees will receive a 100% refund for that semester, with the exception of any non-refundable deposits, which will be retained by the University. Students who matriculate into the University, begin classes or externships, and withdraw (including leave of absence) within the first 30 calendar days of a semester will be refunded according to the following schedule: 1st week: 90%; 2nd week: 75%; 3rd week: 50%; 4th week: 25%; After 4th week: 0%.

There are occasions when a recommendation and decision for Dismissal or Leave of Absence from a program’s Student Assessment or Performance Committee, or from an administrative entity, may occur

within the first four weeks of a semester based on professionalism, performance, or other issues that occurred in the previous semester. These students are eligible for a 100% tuition refund for the current semester.

Exceptions to this policy due to extenuating circumstances must be first approved by the Assistant/ Associate Dean of Student Affairs on the student's primary campus, via the Tuition Refund Form located on the iNet. If approved, the exception form will be forwarded to the Senior Director of Student Financial Services for review. If approved, the student's Dean or Program Director will review. If approved, the form will be forwarded to the Provost for final review and approval. If seeking an exception to this policy, complete the online "Tuition Refund Form" (located on the iNet), and provide a detailed explanation.

### Roles & Responsibilities

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| <b>VP of Finance</b>                         | Oversight of this policy   |
| <b>Campus Student Affairs Deans Officers</b> | Works with the student for initial review and possible first level approval/rejection of the tuition exception request.  |
| <b>Deans, Program Directors</b>              | Receives approved forms from Student Financial Services and, review and 3rd level approval/rejection of the tuition exception form   |
| <b>Provost</b>                               | Receives approved forms from the Dean or Program Director and provides, review and final approval/rejection of the tuition exception form.. The decision of the Provost is final and not appealable. |

**For Iowa Residents Only:** The State of Iowa For-profit Tuition Refund Policy can be found at <https://iowacollegeaid.gov/ForProfitRefundPolicy>.\*

**\*For Iowa Residents Only:** The State of Iowa For-profit Tuition Refund Policy can be found at <https://catalog.rvu.edu/iowa-0>

\*Updated 1.28.25

## Voter Registration

### Colorado Voter Registration

RVU is required by the Higher Education Act of 1965 (HEA) to distribute voter registration forms to its students. You will find all the information you need to

register to vote or make any changes to your registration information (address, name change, etc.) at the Colorado Secretary of State website.

### Montana Voter Registration

To vote in Montana, you must

- Be registered to vote as required by law
- Be 18 years or older by the next election
- Be a citizen of the United States
- Have lived in Montana for 30 days

For more info, [How to Register to Vote - Montana Secretary of State - Christi Jacobsen \(sosmt.gov\)](https://sosmt.gov)

### Utah Voter Registration

RVU is required by the Higher Education Act of 1965 (HEA) to distribute voter registration forms to its students. You will find all the information you need to register to vote or make any changes to your registration information (address, name change, etc.) at the Utah Voter Registration website.

## Enhancing Your RVU Learning Experience By Successfully Interacting Across Cultural Differences

The curriculum at RVU is intended to expose students to cross-cultural and intergroup dynamics in the successful treatment of diverse patients or work contexts with people from many backgrounds. And while it is the responsibility of the faculty (not the students) to present material related to student's preparation for delivering services in diverse settings, the diversity present in the student body can also be a great source for acquiring cross-cultural information and learning about different groups.

Learning about your fellow Rocky Vista University (RVU) students who represent different group or social identities can add significantly and positively to your healthcare education experience. RVU is no different than many other educational institutions in that students encounter people from diverse backgrounds, including (but not limited to) race/ethnicity, sexual orientation,

gender, gender identity, disability, veteran-status, nationality, religion, age, citizenship, and socio-economic status. Interacting with individuals who represent different cultural/social identity groups can be educationally beneficial, yet also challenging. That is, language, culture, worldviews, perspectives, customs, and traditions can be an asset in creating diverse learning environments and forming positive intercultural relationships, but can also become barriers that prevent students from creating conflict-free and productive learning and workplace climates.

The following are suggestions for enhancing your RVU intergroup learning experience via successfully interacting across cultural differences, easing the process of interacting across student individual and group differences, and maximizing the creation of positive and welcoming learning environments:

1. Go out of your way to interact with as many students as you can, in particular with those who are different than you. RVU presents a tremendous opportunity to accomplish this goal. These interactions and dialogues will expand your knowledge about different individuals, identity groups, cultures, and backgrounds.
2. Communication across diverse groups and individuals is a learned skill that will be helpful in your work as healthcare practitioners. Learning to effectively communicate in culturally diverse environments can be both extremely challenging and rewarding.
3. Attempt to avoid microaggressions and try to use micro-affirmations instead when communicating with individuals. Microaggressions are defined as everyday verbal or behavioral insults directed unintentionally or intentionally against people from diverse backgrounds. Examples of insensitive microaggressions are saying "That's so gay", or "You are so Ghetto". These also include behaviors such as "cat calls" directed at women or mocking Native Americans using the stereotypical "War Whooping". Micro-affirmations, on the other hand are subtle validating, uplifting positive comments or clear acknowledgements about a person's value and success. Examples include saying "Good morning", referring positively to the work of a person, showing genuine interest in someone's culture, or correctly remembering and pronouncing someone's name

Thus, when interacting:

1. Be patient with other students and ask that they be patient with you as you try to learn about each other's backgrounds.
2. In talking to someone who comes from a different background, try to ask questions in a respectful manner and at an appropriate time. Instead of asking, "Why don't all Latinos speak Spanish?" try

"I don't know if you can answer a question for me. I'm not assuming that you can, but I was wondering if you could educate me a little bit on one aspect of Latino culture about which I have always been curious: Why do some Latinos speak Spanish and others do not?"

3. No matter how curious you are about someone's physical characteristics or personal appearance, such as hair texture, color of skin, jewelry, or clothing, do not touch any of those personal items or characteristics unless you are given permission.
4. Allow each other to make mistakes as you develop your cross-cultural communication skills. Grant each other "redos" and use mistakes and unintentional insensitivities as learning moments. If you make a mistake, apologize for the error and commit to learning from your mistake in order to avoid the faux pas in the future.
5. If you are the person being asked about your cultural background, be patient with the people who are doing the asking. In many cases, the other person does not know how or what to ask and is simply trying to learn.
6. Keep your assumptions and stereotypes in check. Don't assume. Ask questions. Often, these assumptions are based on damaging stereotypes and can inhibit people from forming trusting, effective, and authentic relationships. Practice using social justice education communication techniques, such as calling-in (i.e., respectfully correcting the person) vs calling-out (i.e., attacking and embarrassing the person), active listening, cognitive empathy (i.e., perspective-taking), non-personalizing of issues, and other techniques that support the learning process during difficult conversations.
7. It is also important to keep intersectionality in mind when interacting with fellow students. From the perspective of intersectionality, we are all both members of ingroups and outgroups, depending on which social identities are being discussed. Thus, the old maxim of "treat others the way you want to be treated" is appropriate when interacting across differences.
8. Do not rely on your fellow students as the single source of all your diversity questions and education. Take responsibility for your own education by reading, researching, and talking to experts in the field.

For additional information on or help and support in practicing the guidelines above, contact the RVU Office for Diversity, Equity, and Inclusion at 720-875-2825

# Student Educational Records

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## Academic Records

The Office of the Registrar is the steward of student academic records. Academic records are permanently stored electronically within the student information system and according to record retention guidelines set forth by AACRAO, AAMC, HLC, COCA, and the US Department of Education. Educational records include but are not limited to, admission application, course registration in attempted and completed courses, grades, academic standing, enrollment and graduation verification requests, name and address changes, diplomas, transcripts, and residency/licensure paperwork.

## Administrative Holds

A student who fails to meet obligations to the University may be placed on administrative hold, during which time he/she may not be allowed to register, receive a diploma, or receive a transcript. The student must settle financial accounts with the Office of Student Financial Services and determine with the Registrar which office placed the administrative hold in order to clear the obligation with that respective office.

## Background Check and Drug Screen

Upon acceptance of an offer of placement within any program within RVU, all RVU students are required to complete a criminal background check and a drug screen as outlined in their matriculation agreement. Information regarding this process is made available upon acceptance. Failure to comply with this requirement may result in the revocation of acceptance.

Students enrolled in the DO program will be required to complete an additional background check and 10-panel drug screen before they enter their third year and again before they enter their fourth year. PA students are required to submit to a criminal background check and drug screen prior to the start of the clinical rotation year. All students may be subject to additional background checks, drug screens, and security measures per clinical site requirements. In addition, the University reserves the right to require random and for-cause drug screenings at any time during a student's enrollment.

Admitted students charged with an offense prior to matriculation must notify the Director of Admissions and individual Program Directors immediately. Currently enrolled PA students charged with an offense must notify the the Program Director and the Associate/Assistant Dean of Student Affairs. Currently enrolled COM and MSBS students charged with an offense must notify the Associate/Assistant Dean of Student Affairs.

## Course Registration

The Office of the Registrar is responsible for managing all course registrations and open periods for enrollment. Students can view their course registrations via the MyVista Student Portal.

## Degree Audits

The Degree Audit is an advising tool to assist students in determining their individual progress toward completing degree requirements. While it might include evaluative measures and achievement milestones, it is intended to be a resource but does not serve as a transcript.

Students can obtain information regarding their general program progress and requirements toward graduation, as follows:

- Pre-Clinical Students (OMS I and OMS II): see the campus Director of Pre-Clinical Education
- Clinical Students (OMS III and OMS IV): refer to New Innovations
- MMS, MSBS and PA Students: see faculty advisor of the program

## Diplomas

Diplomas are issued to students once it has been determined the student has completed all program degree requirements and the degree has been conferred. The Office of the Registrar issues all diplomas and processes requests for replacement diplomas.

## Grades

Grades are available on the student's portal and LMS. Final grades are posted on the student's portal.

## Grade Point Average (GPA)

Please refer to the specific degree program's section of this catalog for information related to GPA calculation.

# Grade Reports

Students may view final course grades by logging into the MyVista Student Portal. Final grades are posted at the end of each semester.

# Grade Change Policy

Grades submitted by faculty and/or course or program directors at the end of a course or semester are final and not subject to change by reason of revision of judgment on the part of these individuals. A new exam or additional work undertaken or completed after the grade report has been recorded or retaking the course will not pose a basis for changing a grade. Faculty members are under no obligation to accept late or additional work - except for accommodations made for pregnant and parenting students or those with disabilities (temporary or permanent) as approved by the Student Affairs Disability Officer.

The grade change process may only be used to correct a grade due to:

- Correction of an error in grading;
- Grade appeal (please see individual program policies for grade appeals processes);
- An "incomplete" previously recorded for the course;
- Remediation of a course.

Students will have five (5) business days following the posting of final course grades, exclusive of institution-recognized holidays or breaks, to appeal a grade.

Grade changes may be submitted by the appropriate faculty member to the Office of the Registrar via the Grade Change Request form, found on the iNet under the Staff/Faculty Forms section. All fields must be completed correctly and the form submitted within thirty (30) business days following the event which necessitates the grade change (error found, appeal decision, resolution of an incomplete, or completion of a remediation). Upon receipt, the Registrar will review the request, consult with the requesting faculty member for any clarifications, as needed, and confirm once the change is made.

This policy is separate from grade appeal policies that are held at the program level. Please refer to the appropriate program handbook for guidance regarding grade appeals.

# Health Records and Immunizations

RVU follows the latest requirements set forth by the Centers for Disease Control and the Advisory

Committee on Immunization Practice. Therefore, students must satisfy all requirements for immunizations at the time of admission and throughout their tenure, as compliance is required on a continuous basis.

Failure to provide all required documentation may prevent matriculation or, in the case of a matriculated student, lead to dismissal. In addition, non-compliant students will be immediately removed from clinical experience and direct patient care until compliance has been achieved. Students are responsible for the expenses of all tests and must meet the conditions listed below (note that some immunization requirements may vary by clinical sites):

- **Measles (Rubeola), Mumps, and Rubella (MMR):** Serologic proof of immunity by Surface Antibody IgG titers for Measles (Rubeola), Mumps, and Rubella. Quantitative lab report including numerical result values and numerical reference range required. Only quantitative (numerical) results accepted.
- **Hepatitis B:** Serologic proof of immunity by Surface Antibody IgG titers for Hepatitis B. Quantitative lab report including numerical result values and numerical reference range required. Only quantitative (numerical) results accepted.
- **Varicella:** Serologic proof of immunity by Surface Antibody IgG titers for Varicella. Quantitative lab report including numerical result values and numerical reference range required. Only quantitative (numerical) results accepted.
- **Tetanus Diphtheria, Pertussis (Tdap):** Tdap or TD booster required every ten years after initial Tdap on file.
- **Two Separate Tuberculosis Skin Tests (PPD/Mantoux):** Upon entry into the program you must provide one of the following options:
  - Blood Draw: T-Spot or QuantiFERON TB Gold Blood draw that is negative and within 12 months.
  - Skin Tests: TB Two-step (Two TB skin tests within 21 days of each other and no more than 12 months old).
  - If a TB skin test is positive: a chest x-ray must be completed every 2 years.**Annual update required.** If TB is updated prior to the past TB expiring only 1 TB is required. If the TB expires a full two-step or blood draw is required.

Additionally, in order to minimize the risk of an influenza outbreak on campus or in affiliated clinical facilities, all students are encouraged to receive the annual influenza vaccination (except when medically contraindicated) while enrolled at RVU.

Documents related to immunizations and screenings are maintained and monitored through the Office of the

Registrar. For information regarding specific Health and Immunization Requirements, please visit the Office of the Registrar's webpage.

### Requests for Exemptions

Any student who requests an exemption to any immunization, screening, and titer requirement due to a medical contraindication or religious mandate must contact the University in writing immediately upon acceptance into the program or immediately upon learning of a new medical contraindication. The request for exemption must include the reason(s) for the request and any applicable supporting documentation. If the request is prior to matriculation, PA students should contact the Chair of the PA Admissions Committee and the Director of Admissions. Incoming students of the COM or MSBS Programs should contact the Director of Admissions. If the request is after matriculation, the request should be directed to the Associate/Assistant Dean of Student Affairs or individual Program Directors (MSBS or PA).

If the request for exemption is approved, the student will be permitted to matriculate; however, the student may not be able to participate in all required educational activities, and the student will be required to acknowledge that not all educational activities or clinical sites may be available to them. Clinical sites maintain their own regulations and policies regarding immunizations, screenings, and titers, as well as any potential exemptions; therefore, students are expected to comply with the clinical site requirements. If a student is unable to maintain compliance with site requirements due to medical contraindications or religious reasons, the student is responsible for notifying both the clinical site and the program immediately.

## Student Contact Information

Students must notify the Office of the Registrar of any changes in legal name, mailing address, phone number, or emergency contact via the Critical Student Information iNet form (accessible via the MyVista Student Portal). Students must complete this form upon matriculation and the start of each academic term throughout their career with RVU, as part of the process to be included in the roster count for each start of the term, as well as any time information has changed.

For the protection of the student's identity, the safekeeping of confidential records, and in case of emergencies, notification of change of information must be within thirty (30) days of the change. Non-compliance may result in disciplinary action.

## Student Enrollment Status Changes

For all changes in status (unless appealing the decision or otherwise directed by the Administration), the student is responsible to work with the Associate/Assistant Dean of Student Affairs to process the change and submit the Change of Status form to the Registrar's Office within five (5) business days of receipt of the letter. Failure to do so may have negative impacts on the student's financial aid, enrollment status, course registrations and/or academic transcripts.

### Leave of Absence

A Leave of Absence (LOA) is an intentional separation between the student and the University to enable the student to have the fullest opportunity to remedy whatever circumstances resulted in the leave of absence. An LOA suspends all student activities associated with the University and may be voluntary or non-voluntary directed as described below. A leave of absence may not exceed one year either cumulatively or within a single leave during the student's enrollment, unless this requirement is waived by the Dean (DO program) or Program Director (MSBS and PA programs) and Associate/Assistant Dean of Student Affairs. If the student does not return within the timeframe approved, he/she will automatically be considered to have voluntarily withdrawn. The specific timeframe of the leave of absence is dependent on the ability of the student to return to classes within the curricular framework and to complete the required course work in the time and sequence dictated by the faculty and the curriculum.

Any student who is granted or placed on a leave of absence is responsible for his/her own financial obligations. Therefore, all students taking a leave of absence are required to contact the Office of Student Financial Services to determine their status, as they may not meet the federal requirements for a leave of absence for Title IV financial aid.

Students going on leave will be directed to return at a specific starting point but may not be allowed to return in the middle of a course or semester. While on a leave of absence, students are not eligible to make up incomplete class work, remediate any examinations, or take any portion of any licensing or certification examinations without express permission from the Dean (DO program) or Program Director (MSBS and PA programs) and Associate/Assistant Dean of Student Affairs.

Students on a leave of absence are not allowed to come to campus (unless for specific business related to their return) or participate in university-related activities

and course work, such as research, student organizations, or university events. However, some resources can be accessed on a limited basis, including use of Media Site, the MyVista platform, online library services, student RVU email, and student RVU health insurance (provided the insurance was already paid-in-full). Full use of RVU mental health and wellness services will be available for students on LOA for up to six weeks past the student's change-of-status date.

### **Voluntary Leave of Absence**

A voluntary leave of absence is one that is requested by a student to withdraw temporarily from classes for personal, financial, or medical reasons. The request for voluntary leave of absence must be submitted in writing to the Associate/Assistant Dean of Student Affairs. If approved and if the student is in good academic standing, the student may be allowed to re-enter the program at the end of the leave without any need for reapplication, remediation, or reevaluation; however, the student may be required to meet specific requirements in order to be allowed to return.

If a student is granted a leave of absence while current coursework is still in progress, he/she will discontinue further course work. In all such cases, an appropriate designation for each course in progress will be entered on the transcript. In the case of a withdrawal from a course, students will be required to meet the course requirements in entirety before being permitted to progress into the next academic year.

If a leave of absence is granted while the student is not in good standing, is under review for a disciplinary action, or has a disciplinary action imposed on them, then the student may not be reinstated to the University without a review by the program's student performance and/or progression committee. Upon completion of its review, the respective committee shall make a recommendation to the Dean or Program Director. If the student is denied reinstatement, their status will be changed to a withdrawal. If the student is granted reinstatement, special disciplinary action requirements may be imposed as a condition of their reinstatement, where appropriate.

Students granted a leave of absence for a medical reason must have a licensed physician certify in writing that their physical and/or mental health is sufficient to permit them to continue in their education. The physician providing the certification must either be designated by or approved by the Associate/Assistant Dean of Student Affairs or by the appropriate Program Director (MSBS or PA) for the certification to be accepted.

### **Non-Voluntary Leave of Absence**

A non-voluntary leave of absence is a mandatory, involuntary leave of absence imposed by the Dean (DO

program) or Program Director (MSBS and PA programs) or Associate/Assistant Dean of Student Affairs that is related to academic matters. Please refer to the Academic Policies section of the corresponding program for further information.

A non-academic, non-voluntary LOA is a mandatory, involuntary leave of absence imposed by the Dean (DO program) or Program Director (MSBS and PA programs) or Associate/Assistant Dean of Student Affairs that is unrelated to academic matters. During the leave, the Dean (DO program) or Program Director (MSBS and PA programs) and Associate/Assistant Dean of Student Affairs will provide the student with the opportunity to rectify or seek rehabilitation/treatment for the problem that precipitated the directed leave.

To be reinstated after a non-academic, non-voluntary leave of absence, the student must be able to demonstrate to the satisfaction of the Dean (DO program) or Program Director (MSBS and PA programs) and Associate/Assistant Dean of Student Affairs that the pre-established requirements have been met and that he/she shows a reasonable likelihood that previous problems will not recur.

### **Sabbatical**

A sabbatical is a one-year leave of absence to allow RVUCOM students to pursue extended full-time training or studies at another institution that will lead toward an additional certificate, degree, or scholarly publication. Students are not required to pay tuition or attend courses through RVUCOM during a sabbatical. Participating in this special program will delay graduation from RVUCOM by one year.

### **Withdrawal**

An involuntary withdrawal/dismissal is a University-initiated process that can occur for both academic (such as multiple course failures) and non-academic reasons (unprofessional conduct, violation of University policies, and/or violation of the Student Code of Conduct). In addition, students who fail to complete any academically related activity for ten (10) consecutive days without notifying the Associate/Assistant Dean of Student Affairs shall be considered withdrawn.

A voluntary withdrawal is a student-initiated resignation under which he/she surrenders all rights and privileges as a student of the University. Students must notify the Associate/Assistant Dean of Student Affairs of their request for a voluntary withdrawal verbally or in writing. To return to the University, students must initiate a new application through the Office of Admissions.

Students who voluntarily withdraw from the University are required to meet with or verbally notify their Dean or

Program Director, the Associate/Assistant Dean of Student Affairs, and the Office of Student Financial Services.

### **Dismissal Policy and Right to Appeal**

Dismissal is the permanent termination (involuntary withdrawal) of a student's academic enrollment. The Program Director, Associate/Assistant Deans of Student Affairs, and/or the Dean are responsible for imposing this action. A student who chooses to appeal a dismissal must do so in writing to the Provost within five (5) business days of the date of dismissal. While appealing a dismissal, a student may continue to attend classes and take all examinations pending the results of the appeal. The reasons for which a student may be dismissed from the University include but are not limited to the following:

- Circumstances of an illegal, behavioral, ethical, or academic nature that warrant such action;
- Failure to meet the Academic Standards; and/or
- Determination of factors that would interfere with or prevent the student from practicing and meeting the professional and ethical standards expected of a healthcare professional.

### **Readmission**

If a student is dismissed or withdraws from any program within RVU, they may apply for readmission through each program's individual admissions process. In order to be considered for readmission, the student must provide adequate evidence that the conditions or factors that caused the prior dismissal or withdrawal have changed significantly, so that there is a reasonable expectation that the student can perform satisfactorily if readmitted. If the student is readmitted, their prior academic record will remain part of their overall academic record and will be recorded on the permanent transcript.

## **Transcripts - Official and Unofficial**

Official transcripts are housed in the Office of the Registrar and students may request a copy of their official transcript at any time, free of charge. Official transcripts issued directly to the student will bear the marking Issued to Student at the top of each page.

Rocky Vista University fully complies with the AAMC guidelines for medical school transcripts. This includes an unabridged academic history of the student's enrollment.

Unofficial transcripts are not printed on security paper and are labeled Unofficial. Students can access unofficial transcripts via the MyVista Student Portal at any time during the student's enrollment.

## **Transfer of Credit**

Each degree program has specific requirements for the transfer of credit between another educational institution and the University. Please refer to the section on individual degree programs for more information.

## **Verification of Enrollment**

Students may request their enrollment verification at Rocky Vista University by submitting a request via the [iNet form](#).

# Outside State-Specific Consumer Protections

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## California

### *California Resident Students Only*

Rocky Vista University is a private institution and is approved to operate by the Bureau for Private Postsecondary Education.

As a matriculating California resident student, you are **required** to read the below section titled “Matriculation Agreement” and sign and return said section to the Admissions Office (admissions@rvu.edu).

As a prospective student, you are encouraged to review this catalog prior to signing a matriculation agreement. You are also encouraged to review the School Performance Fact Sheet (found at: <https://www.rvu.edu/about/institutional-effectiveness/institutional-research-reporting/institutional-snapshot/>), which must be provided to you prior to signing a matriculation agreement.

### Credit Transfer:

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION The transferability of credits you earn at Rocky Vista University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Doctor of Osteopathic Medicine you earn in the Doctor of Osteopathic Medicine program is also at the complete discretion of the institution to which you may seek to transfer. If the Doctor of Osteopathic Medicine that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Rocky Vista University to determine if your Doctor of Osteopathic Medicine will transfer.

### Student Tuition Recovery Fund:

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency

program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss because of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution more than tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based

on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

### **Matriculation Agreement**

#### *California Student Residents Only*

As a matriculating California resident student, you are **required** to read, sign, and return this section to the Admissions Office (admissions@rvu.edu).

#### Institution:

Rocky Vista University

#### Program:

Doctor of Osteopathic Medicine, 199 credit hours

#### TOTAL CHARGES:

Current period of attendance (2024 – 2025): \$72,910

Estimated total charges for program: \$289,686

Total charges obligated to pay upon enrollment:  
\$71,910

#### Schedule of Total Charges:

Tuition for RVUCOM for 2024-2025 is \$66,604. The following annual fees will also apply to all COM students: Student Health Insurance (OMS I: \$5,306; OMS II, OMS III, and OMS IV: \$5,178).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

#### STUDENT'S RIGHT TO CANCEL:

The student has the right to cancel the matriculation agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

#### Tuition Refund Policy:

Found under "[Tuition Refund Policy](#)" in the student catalog/handbook.

#### Requirements and Procedures for Official Withdrawal:

Found under "[Student Enrollment Status Changes](#)" in the student catalog/handbook.

#### School Performance Fact Sheet Statement:

Prior to signing this matriculation agreement, you must be given a catalog or brochure and a School Performance Fact Sheet (found at: <https://www.rvu.edu/about/institutional-effectiveness/institutional-research-reporting/institutional-snapshot/>), which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, salaries or wages, and the most recent three-year cohort default rate, if applicable, prior to signing this agreement.

I certify that I have received the catalog, School Performance Fact Sheet, and information regarding

completion rates, placement rates, license examination passage rates, salary or wage information, and the most recent three-year cohort default rate, if applicable, included in the School Performance Fact sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Initial)

\_\_\_\_\_  
(Date)

Signatory Statement:

The matriculation agreement is legally binding when signed by the student and accepted by the institution.

By signing the matriculation agreement, I understand that this is a legally binding contract. My signature on the agreement certifies that I have read, understood, and agreed to my rights and responsibilities, and that the institution's cancellation and refund policies have been clearly explained to me.

Contact/Complaints:

Any question(s) a student may have regarding this catalog or matriculation agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

P.O. Box 980818  
1747 North Market Boulevard, Suite 225  
Sacramento, CA 95834

<https://www.bppe.ca.gov/>

Phone: (888) – 370 – 7589

Fax: (916) – 263 – 1897

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) – 370 – 7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site: <https://www.bppe.ca.gov/enforcement/complaint.shtml>.

content added 10.9.24

# General Information

## A Message from the Dean



Achieving greatness is a perpetual process, not an end game. Excellence requires ongoing self-assessments of what we did, what we are doing, and what we will do to improve for the future. This is the mindset of Rocky Vista University (RVU) with our vision of achieving new heights in medical education.

The Rocky Vista University Montana College of Osteopathic Medicine (MCOM) is RVU's third medical school campus and has the noteworthy advantage of benefitting from all the experience, achievements and proven outcomes of RVU's medical school campuses in Colorado and Utah. However, one big difference to highlight is that RVU-MCOM will function like a separate medical school with our own local governance structure, our own faculty and staff, and our own customized curriculum that will include more simulation, ultrasound, and other innovative educational opportunities.

As the Founding Dean, I have the great privilege of welcoming you to our amazing, purposely-built medical school campus located in Billings, MT. Billings is the largest city in the state and serves as the major hub of quality healthcare delivery for a catchment area of over 650,000 people in the region. MCOM will offer the ideal place for you to learn, practice, and grow as a healthcare professional.

MCOM's campus culture is rooted in our university's core values of excellence, diversity, equity, inclusivity, innovation, collegiality, compassion, integrity, and service. We strive to prepare our students to work with

diverse patients and populations, be service-oriented community partners, and be excellent representatives of Rocky Vista University!

We are excited to have you join us and we welcome you!

David J. Park, DO, FFAFP, FCOFP dist.  
Vice President and Founding Dean, RVU-MCOM  
Professor of Family Medicine

## Program Leadership

**David Park, DO, FFAFP, FCOFP-dist.**  
Vice-President and Founding Dean of MCOM  
Professor of Family Medicine  
DO, New York College of Osteopathic Medicine

**Becky Anglin, DNP**  
Director of Simulation  
DNP (educational leadership), American Sentinel University  
MSN, University of Phoenix

**Terri B. Blevins, EdD, MA**  
Associate Dean of Student Affairs  
EdD, University of Colorado  
MA, University of Iowa

**Michele (Mischa) Coleman, DO**  
Discipline Director of OMM  
Assistant Professor of OMM  
DO, Kansas City University College of Osteopathic Medicine

**Miriam Donohue, PhD**  
Director of Preclinical Education  
Associate Professor of Anatomy and Neuroanatomy  
PhD, SUNY Upstate Medical University  
Postdoctoral Fellowship, SUNY Upstate Medical University

**Mark C. Lee, MD, FACP**  
Assistant Dean of Clinical Education and GME  
Professor of Internal Medicine  
MD, Chicago Medical School

**John E. Moore, DO, MPH, FFAFP**  
Assistant Dean of Pre-Clinical Education  
Assistant Professor of Family Medicine  
Commander (retired), U.S. Navy  
DO, Nova Southeastern University College of Osteopathic Medicine  
MPH, University of West Florida

**Jacquelyn Waller, PharmD, BCPS, FNAOME**  
Director of Preclinical Education  
Associate Professor of Pharmacology

PharmD, University of Montana  
Fellow, National Academy of Osteopathic Medical  
Educators

**Ben Wilde, DO, FAAFP**

Chair, Department of Clinical Sciences  
Associate Professor of Family Medicine  
DO, Arizona College of Osteopathic Medicine

**W. Michael Zawada, PhD**

Chair, Department of Biomedical Sciences  
Professor of Physiology  
PhD, University of Arkansas for Medical Sciences

## Academic Calendar

### Fall 2024 Semester

- **OMS I and II Classes:**  
July 22, 2024 - December 20, 2024

### Spring 2025 Semester

- **OMS I and II Classes:**  
January 6, 2025 - June 13, 2025

\*All dates are subject to change. Refer to block  
schedule for dates of specific classes.

#### Holidays

- Labor Day (no classes): September 2, 2024
- Thanksgiving Break (no classes): November  
28-29, 2024
- Winter Break (no classes): December 23 2024-  
January 5, 2025
- Martin Luther King, Jr. Day (no classes): January  
20, 2025
- President's Day (no classes): February 17, 2025
- Spring Break (no classes): March 24-28, 2025
- Memorial Day (no classes): May 26, 2025
- Independence Day (no classes): July 4, 2025

\*\* Holidays and time off depend upon the service  
requirements of scheduled clerkships.

## Introduction

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## Doctors of Osteopathic Medicine (DO)

Osteopathic medicine, established in the United States  
in the 1860s by Dr. Andrew Taylor Still, is a distinctive  
form of healthcare that emphasizes a holistic body-  
mind-spirit approach. Doctors of Osteopathic Medicine  
(DOs) are fully licensed physicians authorized to

practice medicine and surgery in all 50 states. While  
DOs are represented in every medical specialty, they  
have traditionally emphasized primary care.

DOs partner with their patients to promote health,  
prevent disease, and treat acute and chronic  
conditions. Their education encompasses  
comprehensive training in the biological sciences,  
medicine, surgery, and obstetrics. Additionally, DOs  
receive specialized training in holistic and preventive  
medicine, and the interrelationship of body systems,  
particularly the neuromusculoskeletal system.

A unique aspect of osteopathic training is Osteopathic  
Manipulative Treatment (OMT), specialized hands-on  
techniques used to diagnose and treat various  
conditions. By integrating OMT with conventional  
medical management option such as medication,  
surgery, and other healthcare modalities, DOs provide  
some of the most comprehensive care available in  
medicine today.

The practice of osteopathic medicine is founded on the  
following Osteopathic Tenets:

1. The body is a unit; the person is a unity of body,  
mind, and spirit.
2. The body is capable of self-regulation, self-  
healing, and health maintenance.
3. Structure and function are reciprocally  
interrelated.
4. Rational treatment is based on an understanding  
of these principles: body unity, self-regulation, and  
the interrelationship of structure and function.

These tenets guide DOs in their holistic approach to  
patient care, emphasizing the integration of all body  
systems to promote overall health and well-being.

## Osteopathic Oath

This modern version of the Hippocratic Oath for  
administration to osteopathic college graduates was  
initiated by a suggestion from Frank E. MacCracken,  
DO, of California to his state society. Within a year, the  
suggestion went from the state to the national  
association, and a committee was formed under the  
Associated Colleges of Osteopathy to prepare the text.  
Members of that committee included Dr. MacCracken,  
as chairman, and Drs. R.C. McCaughan, Walter V.  
Goodfellow, and Edward T. Abbott. The first version  
was used from 1938 until 1954, at which time minor  
amendments were adopted.

I do hereby affirm my loyalty to the profession I am  
about to enter. I will be mindful always of my great  
responsibility to preserve the health and the life of my  
patients, to retain their confidence and respect both as  
a physician and a friend who will guard their secrets  
with scrupulous honor and fidelity, to perform faithfully

my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for nefarious purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college and my profession, I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathic medicine which were first enunciated by Andrew Taylor Still.

## Program Learning Outcomes

The Rocky Vista University - Montana College of Osteopathic Medicine (RVU-MCOM) has established the following program learning outcomes, which are based upon the American Osteopathic Association (AOA) seven core competencies:

### RVU-MCOM Program Learning Outcomes (PLOs):

1. Apply osteopathic principles and practices to patient care. (Osteopathic Philosophy & Osteopathic Manipulative Medicine)
2. Apply knowledge of biomedical sciences to clinical medicine. (Medical Knowledge)
3. Perform comprehensive patient care utilizing best practices of osteopathic medicine. (Patient Care)
4. Utilize effective communication skills to support positive patient-centered and inter-professional relationships. (Interpersonal & Communication Skills)
5. Uphold the RVU Code of Conduct and the principles of the Osteopathic Oath. (Professionalism)

6. Evaluate patient-care practices through critical thinking using evidence-based medical principles. (Practice-Based Learning & Improvement)
7. Analyze health systems science to deliver individualized patient care. (Systems-Based Practice)

## Admissions

### Requirements for Admission

*(Montana Campus)*

The Rocky Vista University (RVU) Office of Admissions processes applications to the RVUCOM and MCOM programs. This admissions policy establishes the criteria and procedures used by the RVU Admissions Department in the evaluation of applicants to the Doctor of Osteopathic Medicine programs.

RVU utilizes a comprehensive and holistic approach in evaluating each candidate in a fair and consistent manner. Applicants must meet all published prerequisites and minimum requirements and follow all the appropriate processes.

The minimum requirements for admission include:

- A bachelor's degree or higher from a U.S. regionally accredited college or university must be completed prior to matriculation (exceptions may be made and will be reviewed on a case-by-case basis; including exceptions that pertain to faith-based and/or strong international universities).

*In the event of coursework completed at foreign institutions, official detailed course-by-course evaluations must be completed by an approved agency. Please see the list of approved agencies in the RVU Student Handbook and Catalog, under 'Matriculation' section.*

- Minimum prerequisite course work that must be completed prior to matriculation includes:
  - Biology (8 semester hours including lab)
  - General Chemistry (8 semester hours including lab)
  - Organic Chemistry (8 semester hours including lab)
  - Physics (8 semester hours including lab)
  - English or Literature (6 semester hours)
  - Biochemistry (3 semester hours)

No grade below a “C” will be considered to fulfill requirements. C- is considered below a C and will not fulfill requirements. Additional upper-division coursework such as Human Anatomy, Physiology, Genetics, and Cellular Biology is highly recommended.

- A minimum science and cumulative GPA of 3.0 as calculated on the AACOMAS application.
- MCOM is requiring candidates to take the Medical College Admission Test (MCAT). Candidates are required to take the Medical College Admission Test (MCAT) within 3 years prior to matriculation. There is no minimum required score.
- Letters of Recommendations (submitted to AACOMAS). Three required letters include:
  - A credentialed healthcare provider (DO, MD, PA, or NP) who supervised the candidate’s work (voluntary or paid) in a clinical setting.
  - An academic reference (order of preference to include Pre-Med Advisor or Committee, Basic Science Faculty, or anyone who can speak to the candidate’s ability to successfully complete a rigorous medical school curriculum).
  - A letter of the candidate’s choice.
  - **Note, only the maximum number of six (6) letters submitted through AACOMAS will be considered. The Office of Admissions is not able to accept letters of recommendation sent directly to MCOM or from any other letter service, such as Interfolio or VirtualEvals.**
- Students must provide official transcripts from all colleges attended where a degree was earned prior to matriculation. In the event of coursework completed at foreign institutions, the applicant must submit official detailed course-by-course evaluations completed by an approved agency. A list of these agencies is available in the University Handbook & Catalog.

**International students:** MCOM welcomes international applications. Demonstrated English language proficiency is required during the virtual interview; preference will be given to applicants who have previously attended a regionally-accredited college or university in the U.S.

## Application Process

*(Montana Campus)*

MCOM participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) for the receipt and processing of applications. Applications are submitted electronically through [AACOMAS](#). AACOMAS processes applications within approximately 3-6 weeks. This timeframe may vary depending on the time it takes to receive an applicant’s transcripts and the volume of

applications being processed. MCOM’s deadline for submitting an AACOMAS application is **April 11, 2025**. Applications are evaluated on a rolling basis, therefore it is in an applicant’s best interest to apply early in the process. Once an applicant’s AACOMAS application is received, it is evaluated to determine if the minimum requirements have been met.

Applicants meeting the minimum requirements will receive an email containing login information to complete their supplemental application and pay the supplemental fee. Candidates who initially do not meet the minimum academic requirements are welcome to resubmit updated information through AACOMAS. Candidates resubmitting qualifying information will then be invited to proceed through the process upon verification that the minimum requirements have been met. Applicants awarded an AACOMAS fee waiver will be granted a fee waiver for MCOM’s supplemental fee. Fee waivers will also be granted for active duty military, veterans, as well as immediate family members. For submission instructions on the fee waiver, [click here](#).

An applicant’s file is considered complete upon the receipt of the AACOMAS application, supplemental materials, processing fee, and letters of recommendation (letters submitted with applications from previous years will not be transferred).

The deadline for submitting a supplemental application and fee for the class matriculating **is April 15, 2025**. Please note that due to the rolling admission process, it is feasible that all interviews will be awarded prior to this date.

The Office of Admissions reviews all completed files and notifies applicants of their interview status. All applicants invited for an interview are given the choice of several interview dates.

## Interview Process

Applicants’ academic qualifications will be pre-screened by the RVU Office of Admissions and interviews will be offered to competitive applicants. Applicant interviews will be conducted virtually and an official campus visit day will be offered to accepted students. The virtual interviews will be approximately 30 minutes in length conducted by a two-person panel of the MCOM team. Interviewers will have access to the applicant’s personal statement, supplemental application, and letters of recommendation. However, the interviewers will be blinded to the applicants’ grades and MCAT scores. All interviewers’ recommendations will be evaluated post-interview by the MCOM Admissions Committee with the final decision made by the Dean.

The Admissions Committee meets at least once a month to make a recommendation to the Dean relative to each applicant’s status. The recommendation can

be to offer an acceptance, to place the applicant on the alternate list, or to deny admission. The final decision will be made by the Dean.

## Matriculation Process

All acceptance offers are provisional pending the successful completion of all conditions set forth in the matriculation agreement including:

- Completion of all prerequisite coursework and documentation that a minimum of a bachelor's degree has been earned from a U.S. regionally accredited college or university.
- Payment of non-refundable deposits totaling \$2,000 on or prior to the date designated in the matriculation agreement. MCOM follows the guidelines set forth by the American Association of Colleges of Osteopathic Medicine (AACOM) relative to deposit due dates. Deposits will be applied to tuition.
- Successful passage of a drug screen and background check. Both services are to be scheduled and managed through PreCheck and are to be completed by the dates specified on the matriculation agreement. An applicant who has a deficiency or abnormality discovered on either screening will be referred to a sub-committee for further investigation.
- Completion of required medical and immunization documents are to be scheduled and managed through SentryMD (the medical record division of PreCheck) and to be completed by the dates specified on the matriculation agreement.
- Submission of a waiver demonstrating proof of medical insurance coverage or enrollment in the plan provided by the University.
- Submission of a waiver stating they meet the technical standards (any questions pertaining to whether a standard is met or if reasonable accommodations are required, must be addressed with the Associate Dean of Student Affairs), have read, understand, and agree to adhere to the policy set forth in the statement for students of MCOM regarding physical exposure in classroom activities and participation in osteopathic manipulative medicine and physical exam courses, and understand and agree to adhere to MCOM's Code of Student Conduct.
- Submission of transcripts from all colleges and universities attended where a degree was earned. MCOM will accept transcripts submitted as part of the AACOMAS application. In the event of an earned degree isn't posted prior to matriculation, a letter will be required from the university registrar confirming that the requirements for graduation have been met and indicating when the degree will be posted on the transcript. Official transcripts must be sent to MCOM as soon as the degree is posted.

- In the event of course work completed at foreign institutions, official detailed course by course evaluations completed by an approved agency must be submitted. Official evaluations must be included with the AACOMAS application and, in the case of a degree earned, the evaluation must reflect that the degree is equivalent to a degree earned at a regionally accredited US college or university. Please see website or AACOMAS site for a list of acceptable agencies. These agencies include:
  - **World Education Services, Inc.**  
(212) 966-6311
  - **AACRAO**  
(202) 296-3359
  - **Educational Credential Evaluators, Inc.**  
(414) 289-3400
  - **Josef Silny & Associates, Inc.**  
(305) 273-1616
- Official evaluations must be included with the AACOMAS application and, in the case of a degree earned, the evaluation must reflect that the degree is equivalent to a degree earned at a regionally accredited US college or university.
- Any other requirements set forth in the matriculation agreement.

MCOM plans to matriculate a class of 160 students in 2025 and beyond.

## Request for Deferral

**Eligibility for Deferral:** Only students who have been admitted, received an official acceptance letter from an RVU program, and have fully deposited may request a deferral. Deferral requests will be considered on a case-by-case basis, reviewed by the appropriate dean or program director. Some cases may necessitate additional documentation require students to provide supporting documentation.

**Deferral Request Procedure:** Students who wish to request a deferral must submit a written request, via email, to the Program Admissions Leadership. The request must include the following:

1. Student's full name and contact information, including current phone number, address, and email.
2. The reason for the deferral request, along with relevant supporting documentation (e.g., medical documentation, official military orders, etc.).
3. Written commitment to the start date for the next enrolled class start date.

- All deferral requests will be reviewed by the Program Admissions Leadership; if eligibility is determined, requests may be presented to the appropriate Dean or Program Director for a final decision. A decision will be communicated to the student in writing within 30 days of the request submission.
- Requests may not be considered if received less than 30 days prior to the program's start.
- Exceptions to requests may be approved by Program Deans or Directors.

**Deferral Duration:** Deferral may be granted for a maximum of one academic year, per program. If approved, the student's enrollment will be automatically deferred to the approved start date. If deferral is granted for medical reasons, students may need to provide proof of medical clearance by a medical professional before the deferred start date. Proof of medical clearance shall be determined by the Dean or Program Director.

**Requirements to Confirm Deferral:**

- Have already submitted the full deposit amount, as specified on the student's matriculation agreement. The deposit will be applied to tuition.
- Submit a \$500 nonrefundable administrative fee.
- Complete all requirements as specified in the students matriculation agreement. Date sensitive materials should be completed in the spring prior to matriculation. (Students may be required to do another background check or drug screen prior to matriculating. Additionally, students must finish all required health records and immunizations to comply.)
- Students will not have to submit another application or re-interview.

## Transfer Requests

MCOM does not accept transfer requests.

# Student Financial Services

## Financial Aid

The Office of Student Financial Services is available to assist students with finding the financial resources needed to achieve their educational goals. While the primary responsibility for meeting educational costs rests with the student, the Office of Student Financial Services can help students bridge the gap between the cost of their education and their own financial resources.

The Office of Student Financial Services at RVU is committed to the highest standards of professional conduct. It is our goal to provide information and advice determined solely by the best interests of our students. You can find a copy of our Financial Aid Code of Conduct on the RVU website.

MCOM students will be eligible to apply to participate in Federal Financial Aid programs once the University obtains Title IV eligibility (expected in 2025). Current students should anticipate financing their educational costs with a combination of private loans, scholarships and their own resources. The financial ability of applicants to complete their education at the University is important because of the limited number of positions available in each class. Applicants should have specific plans for financing each year of education, including tuition, fees, living expenses, books, equipment, clinical rotation travel, expenses related to taking COMLEX or other professional examinations, and miscellaneous expenses.

We actively encourage applicants to explore all other avenues of financing and to keep the total amount of student loan borrowing to the minimum needed to cover their cost of attendance.

The University offers several scholarships and a number of other organizations also provide financial assistance. Military Health Profession Scholarships and GI Bill® Benefits may be available for qualified students.

For more information on scholarships see the website: <https://www.rvu.edu/admissions/financial-aid/scholarships/do/>

Students must complete the Rocky Vista University institutional applications if they wish to apply for any RVU scholarships. It is not necessary to complete a Free Application for Federal Student Aid (FAFSA.) Detailed information regarding the financial aid application procedure is posted on the website.

All new students are required to meet with a financial aid counselor or attend an informational meeting with the Office of Student Financial Services within their first semester. Continuing students during their second year are also required to do an annual financial aid training. In addition, once MCOM becomes Title IV eligible, there will be additional requirements of all students who have received any type of educational loan.

The maximum amount a student may receive from all sources of financial aid is limited to their annual Cost of Attendance (COA). The Cost of Attendance includes tuition, fees, books, supplies, health insurance, room and board, transportation and personal expenses. The costs required to take professional exams will be included in the COA for the appropriate years. The COA is an estimate of the cost of attending RVU and

maintaining a modest but adequate standard of living. An individual student's actual costs may be higher or lower depending upon the choices he or she makes. A COA does not include living expenses for a student's spouse or other dependents. Cost of Attendance budgets are published annually and are available upon request from the Office of Financial Aid.

## Satisfactory Academic Progress Standards for Financial Aid Eligibility

Federal regulations require that Rocky Vista University Montana College of Osteopathic Medicine (MCOM) establish, publish and apply standards of Satisfactory Academic Progress (SAP) which students enrolled in the University must meet. This document represents the satisfactory academic progress policy standards adopted by MCOM for financial aid eligibility. This policy applies to all MCOM students including those applying for or currently receiving Federal, State, or any other institutional financial assistance.

The academic requirements for the Doctor of Osteopathic Medicine (D.O.) degree include the satisfactory completion of the curriculum designated by the University. Academic progress requires both quantitative and qualitative measurement. Academic records will be reviewed at the end of each term to determine if the student is making satisfactory progress towards their degree.

### **Time Frame for Completion (Quantitative Measures of Academic Progress):**

**Maximum Timeframe:** The normal timeframe for completion of required coursework for the D.O. degree is four academic years. Students are expected to make progress towards their degree during each term and must complete their degree within 150% of the published program length (six years). If at any point in time it is determined that a student cannot complete their program of study within six years, the student will become ineligible for aid and will need to submit an appeal.

The progress of each student is reviewed by the Student Performance Committee (SPC). Due to academic or personal issues, a student may require more than four years to complete their degree. In such situations, the Office of Student Affairs may establish an individual academic plan for the student or may require the student to repeat a year. The University will monitor the progress of each student to determine if the student is making sufficient progress to meet the time limits as specified.

**Pace of Progression:** Students must complete at least 67% of their total attempted credit hours. To calculate the pace at which a student is progressing, divide the total number of hours the student has successfully completed by the total number they have attempted.

### **Grade Point Average (Qualitative Measures of Academic Progress):**

Grades for all courses are reported as Honors/Pass/Fail, based on a final course score that is typically on a zero to 100 scale. A student is required to maintain a cumulative GPA of 70 or above in order to maintain satisfactory academic progress for financial aid. At the end of the 2nd academic year, the student must have a GPA of at least 70% in order to meet SAP. For purposes of measuring satisfactory academic progress for financial aid, and financial aid purposes only, a grade of Pass is considered the equivalent of receiving a 70% or better in that class.

**Leaves of Absence:** For Title IV purposes only, periods of approved Leaves of Absence will not count toward the six-year maximum time frame. A student may not receive financial assistance during a Leave of Absence.

**Repeated Coursework:** A passed course may not be repeated unless approved by the Dean. If a course has been repeated, the original grade received in a course will not count toward the student's GPA but will be included in the quantitative assessment. Students who repeat coursework must still complete their degree within six years of matriculation.

**Withdrawal/Incomplete/In Progress:** Courses in which a student earned a grade of Incomplete (IN), Work In Progress (WIP), In Progress (IP), Withdrawal (W), or the equivalent, will count toward hours attempted but not earned for maximum timeframe and pace of progression but will not be included in the qualitative measure.

**Grade Changes:** Once an official grade is received for an Incomplete (IN), Work In Progress (WIP), or In Progress (IP) course, the student should notify the Office of Student Financial Services so the SAP status can be reevaluated.

**Noncredit Remedial Courses:** RVU does not offer non-credit remedial courses.

**Transfer Students:** Students who are accepted for transfer from other medical schools will be evaluated with respect to levels of academic progress attained, and the remaining years required to complete their degree at MCOM will be determined. The Assistant/Associate Dean of Student Affairs or their designee will make that determination and will notify the Office of Student Financial Services of the length of time the

student will need to complete their degree. Transfer credits will count as both attempted and completed hours and will count toward the maximum timeframe.

**Change in Program or Pursuit of a Second Degree:** If a student changes their program of study or chooses to pursue a second degree, credits and grades that do not count toward the new program will not be included in the SAP determination.

**Summer Terms:** The DO program does not offer summer terms; therefore, it will not be included in the SAP assessment.

**COMLEX Exams:** Students are required to pass COMLEX Level 1 and COMLEX Level 2-CE to graduate from the RVU-MCOM Doctor of Osteopathic program. Those who do not pass the COMLEX Level 1 and/or COMLEX Level 2-CE exams may appear before the SPC who will make a recommendation addressing their academic progress to the Dean. If allowed to continue in their clinical clerkships pending successfully passing a COMLEX exam, the student will be considered to be maintaining satisfactory academic progress for financial aid.

Students who do not pass the COMLEX Level 1 and/or COMLEX Level 2-CE exams and are placed on a Leave of Absence are not eligible to receive financial aid during their leave but may regain eligibility if allowed to return to their clinical rotations by the Assistant/Associate Dean for Clinical Education.

See the “Academic Polices” section of the RVU Student Handbook and Catalog for more detailed information on COMLEX and USMLE exam policy.

#### **Financial Aid Warning:**

Rocky Vista University will use the standardized definition of Financial Aid Warning which is defined by the U.S. Department of Education as follows:

*Financial Aid Warning is a “status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal.”*

#### **Financial Aid Probation:**

Rocky Vista University will use the standardized definition of Financial Aid Probation which is defined by the U.S. Department of Education as follows:

*Financial Aid Probation is a “status a school assigns to a student who is failing to make satisfactory academic progress and who successfully appeals. Eligibility for aid may be reinstated for one payment period.”*

Note that the COM may have a different definition of “academic probation.” Refer to the Student Handbook and Catalog for more information on academic probation.

#### **Procedure:**

The Office of Student Financial Services will review the full academic progress of each financial aid recipient at the end of each term, prior to the disbursement of financial aid for the subsequent term. The student’s entire academic record will be reviewed, which will also include any periods of enrollment that the student did not receive financial aid assistance. SAP review is not complete until all qualitative and quantitative measures have been reviewed.

Any student who fails to maintain satisfactory academic progress as defined by this policy will be placed on Financial Aid Warning for one term. During that term, the student will continue to be eligible for aid. At the end of a term during which a student is on Financial Aid Warning, if the student still fails to meet any of the requirements, the student will become ineligible for aid and may submit an appeal to the Office of Student Financial Services. The Office of Student Financial Services will send a written notice to students who have not made satisfactory academic progress for financial aid.

#### **Reestablishing Eligibility:**

**Appeals:** A student may submit a written appeal documenting mitigating circumstances (e.g., serious illness of student or family member, death of a relative), within seven (7) calendar days of the determination of their unsatisfactory academic progress.

Appeals should be sent to the Office of Student Financial Services and will be reviewed by the RVU Financial Aid Appeals Committee within ten (10) calendar days of receipt of the appeal. The student will receive written notification of the committee’s decision within seven (7) calendar days. Decisions of the Financial Aid Appeals Committee may be appealed to the Rocky Vista University Provost.

Appeals should be submitted to the Office of Student Financial Services and must include:

1. A written statement from student which documents:
  - The reason(s) for failure to meet the standards of academic progress for financial aid eligibility.
  - What has changed in the student’s situation that would allow the student to bring their academic progress up to required standards.
2. A letter or academic plan from the SPC and/or the Assistant/Associate Dean of Student Affairs. The

academic plan must ensure that the student is able to meet SAP standards by a specific point in time.

If the appeal is granted, and it is determined that the student should be able to meet SAP standards by the end of the subsequent payment period, they may be placed on financial aid probation without an academic plan. The student's progress must be reviewed at the end of their probationary period. If the student is meeting the SAP requirements, they will go back into good standing. If the student does not meet the SAP requirements, they will again become ineligible for financial aid with the opportunity to re-appeal.

If the appeal is granted, and it is determined that the student will require more than one payment period to meet SAP standards, they may be placed on probation with an academic plan in place. The student's progress will be reviewed at the end of each payment period as is required of a student on probation status. If the student is meeting the requirements of their academic plan, the student is eligible to receive financial aid funds as long as the student continues to meet those requirements. Students must appeal to change their plan. If the student does not meet the requirements of their academic plan, they will again become ineligible for financial aid with the opportunity to re-appeal.

Students who are not making satisfactory academic progress, who do not submit an appeal or have their appeal request denied, may regain eligibility only by taking action that brings them into compliance with MCOM's satisfactory progress standards.

Any exceptions to this policy will be made on an individual basis and in compliance with federal, state and local regulations governing financial aid.

## Student Health Insurance

All students are required to obtain health insurance prior to matriculation and to maintain health insurance throughout their time of enrollment at the University. Students must participate in the University-sponsored health insurance program or submit an approved waiver with documentation of alternative equivalent coverage. If a student's insurance expires during the academic year, they must obtain a new waiver form with proof of new insurance at least 30 days before their old insurance expires. The current cost of the Student Health Insurance program may be obtained from the Office of Student Financial Services. Any student who has a lapse of health insurance coverage will be summarily removed from classes and/or clerkships and may be subject to dismissal.

## Tuition and Fees

Tuition for MCOM for 2024-2025 is \$66,604. The following annual fees will also apply to all COM students:

### Student Health Insurance

- OMS I: \$5,229
- OMS II: \$5,101

*\*All students are required to have health insurance. Students will be automatically enrolled in and billed for the RVU Student Health Insurance Plan unless they provide evidence of equivalent coverage prior to the waiver deadline date. Please contact the Office of Student Financial Services for more information.*

## Professionalism

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MCOM holds in high regard professional behaviors and attitudes, including integrity, collegiality, compassion, diversity, service, innovation and a commitment to excellence. Effective learning is best fostered in an environment of mutual respect between teachers and learners. In the context of medical education, the term "teacher" is used broadly to include peers, resident physicians, full-time and volunteer faculty members, clinical preceptors, nurses, and ancillary support staff, as well as others from whom students learn.

### Guiding Principles

- Excellence: Medical educators are committed to exceeding expectations. Educators have a duty not only to convey the knowledge and skills required for delivering the profession's standard of care but also to model the values and attitudes required for preserving the medical profession's social contract with its patients.
- Integrity: Learning environments that are conducive to conveying professional values must be based on integrity. Students and residents learn professionalism by observing and emulating role models who epitomize authentic professional values, attitudes and, especially, behaviors.
- Compassion: The willingness to be engaged with the needs of others is a basic tenet. Respect for every individual is fundamental to the ethic of medicine. Mutual respect between students, as novice members of the profession and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the

teacher-learner relationship, teachers have a special obligation to ensure that students and residents are always treated respectfully.

## Academic Integrity

Rocky Vista University holds its students to the highest standards of academic integrity. Therefore, any attempt by a student to pass any examination by improper means, present work that the student has not performed, aid and abet another student in any dishonest academic act, or have direct knowledge of such without reporting it, will subject the offending student to a meeting before the Professionalism Committee and/or the Student Performance Committee for investigation and possible disciplinary action, which may include dismissal from the University.

All students are expected to commit to academic integrity by observing the standards for academic honesty. The following acts violate the standards of academic integrity and professionalism:

- Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise;
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise;
- Facilitating academic dishonesty: intentionally helping or attempting to help another to violate any provision of this code;
- Plagiarism: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment;
- Copying of examination questions;
- Misrepresentation;
- Bribery in an attempt to gain an academic advantage;
- Forging or altering documents or credentials;
- Utilization of position or power by a student for personal benefit or to the detriment of another student, faculty member, or member of the staff;
- Dishonesty in any form; and
- Unprofessional behavior that does not meet the standards of the University, its affiliates, and the healthcare professions.

## Appeals Process for Code of Conduct

Students who have been found in violation of the Code of Conduct have the ability to appeal decisions within five business days in writing. Appeals decisions will be made within ten business days of receiving the request.

- If the Associate/Assistant Dean of Student Affairs made the conduct decision of the student, the student can appeal to the Dean or Program Director.
- If the Dean or Program Director made the conduct decision, the student can appeal to the Provost.
- Professionalism committee or Student Performance Committee conduct decisions are sent as recommendations to the Associate/Assistant Dean of Student Affairs and the Dean or Program Director to make the decision. Students who are appealing this decision should appeal to the Provost or their designee.
- If the Provost (or their designee) made the conduct decision, the student can appeal to the President.

### Appeal Considerations

- Requests for appeals must be made in writing to the next level of administrator based on who initially heard your case. The appeal must come in writing within five business days of receipt of your initial decision.
- The appeal must be based on one or more of the following: 1) a significant error in fact that materially impacted the outcome; 2) evidence of demonstrated prejudice by the initial decision maker or the Professionalism Committee that affected the outcome; 3) new material information or evidence that was not available at the time of the consideration of the matter or was not available and could not be made available to the decision maker at the time of their decision; 4) the sanction imposed is extraordinarily disproportionate to the offense committed; and 5) errors of process under the Student Handbook involving your rights that materially affected the outcome of this matter. Any new material or evidence must be submitted with the appeal.
- Once an appeal is decided, the outcome is final. Further appeals are not permitted, even if a decision or sanction is changed on remand.

### Prohibition of Retaliation

The University prohibits retaliation against any employee or student who, in good faith, reports, rejects, protests, or complains about a Code of Conduct violation. Retaliation is a violation of University policy. The University will not tolerate discrimination, recrimination, or reprisal against any employee or student who reports or participates under this policy in good faith in a related investigation or hearing.

Complaints of retaliation should be reported to the Associate/Assistant Dean of Student Affairs or the Title IX Coordinator if related to sexual misconduct or Title IX. Such complaints will be investigated and handled in a prompt and equitable manner. Any individuals, including Reporting Parties and alleged Reporting

Parties, who are determined to have made knowingly false statements during the course of an investigation, may be subject to discipline, which may include termination or dismissal.

## Classroom Behavior

The virtual and in-person classroom is a shared learning environment and students in the classroom are required to conduct themselves in a professional manner. Any activities that distract from the learning environment, including but not limited to playing computer games, updating social media, or talking may be considered disruptive activity.

A faculty member, instructor, or proctor may dismiss any student from class who is considered to be disruptive. Any student dismissed from class for disruptive or unprofessional behavior will be reported to the Associate/Assistant Dean of Student Affairs (or the appropriate Program Director in the event the behavior relates to an MMS student) for appropriate disciplinary action and may be required to appear before the Professionalism Committee or the Student Performance Committee.

## Code of Student Conduct

The Code of Student Conduct seeks to promote the highest standard of behavior and academic integrity by setting forth the responsibilities of students as members of the University community.

Students enrolled in RVU assume an obligation to conduct themselves in a professional and ethical manner compatible with the expectations of the University and future profession. The University retains the power to maintain order within the University and to exclude those who are disruptive to the educational process or the ethical standards of healthcare professionals.

Students are expected to abide by the Code of Student Conduct, all RVU and MCOM policies, and all local, state, and federal laws and regulations. Any violations of the aforementioned may result in disciplinary action and/or criminal prosecution where applicable. These disciplinary actions may include a variety of administrative actions up to and including dismissal. Admission candidates found to have not met the Code of Student Conduct as outlined may be subject to rescindment of the offer of admission.

Violations may lead to a required meeting before the Professionalism Committee, the Student Performance Committee, and/or the Dean for further investigation and/or action, including dismissal from the University.

Code of Student Conduct violations include but are not limited to:

- Theft, robbery, and related crimes;
- Vandalism or destruction of property;
- Disruptive behavior/disorderly conduct on the campus, at University-affiliated sites or at any University- or club-sponsored events, on- or off-campus;
- Physical or verbal altercation, assault, battery, domestic violence, or other related crimes;
- Possession, transfer, sale, or use of illicit and/or illegal drugs, or in the case of a minor, alcohol;
- Illegal possession of or use of a firearm, fireworks, weapons, explosives, or other dangerous substances or items on campus, at University-affiliated sites or at any University- or club-sponsored event, on- or off-campus;
- Appearance in class or on campus, at University-affiliated sites, or at any University- or club-sponsored events, when the student is impaired due to the use of drugs or alcohol;
- Failure of any student to report another student who has indication of impairment while that student is interacting with patients;
- Any act or conspiracy to commit an act that is harassing, abusive, or discriminatory or that invades an individual's right to privacy, including but not limited to sexual harassment; discrimination and abuse against members of any racial, ethnic, national origin, religious group, or on the basis of sex/gender, sexual orientation, marital status, or cultural group and/or any other protected group or as a result of an individual membership in any protected group;
- Sexual misconduct;
- Stalking;
- Unacceptable use of computing resources as defined by the University;
- Impeding or obstructing a University investigatory, administrative, or judicial proceeding;
- Threats of or actual physical harm to others, or damage or vandalism to property;
- Any activity that may be construed as hazing or engaging in, supporting, promoting, or sponsoring hazing of another student, faculty, or staff member;
- Embezzlement or misuse of University and/or student organizational monies or resources;
- Failure to comply with the directives of a University official;
- Violations of the terms or conditions of a disciplinary sanction imposed by the administration;
- Violation of state or federal law, rule, regulation, or ordinance;
- Violation of HIPAA privacy requirements; and
- Fraud, misrepresentation, forgery, alteration, or falsification of any records, information, data, or identity.

## Dress Code

RVU Students must follow the following dress code requirements while on campus during business hours (typically 8am – 5 pm).

The RVU dress code reflects the dignity of the health care profession and respect for other students, faculty, administration, staff, and particularly special visitors.

The dress code reflects a general minimum standard for the campus community. Students should refer to the course syllabi and program handbooks for further specific dress requirements (e.g., labs, lectures, rotation sites). The University has the right to require specific dress for specific occasions (e.g., special guests on campus, “casual Fridays”) and students will be notified of any adjustments. Questions regarding appropriate attire may be directed to the Office of Student Affairs and setting-/program-specific leadership.]

The different learning and teaching environments at RVU may require different dress styles and what is appropriate for one setting may be inappropriate for other settings. (e.g., lab, lectures, OPP lab, recreational activity). Regardless of the setting, all clothing should be neat, clean, and respectful of others. Everyone is expected to be well-groomed and wear clean clothing, free of holes, tears, or other signs of wear beyond normal functionality. Students are allowed to dress the full day for the learning experience that they are engaged in; for example, if they are in lab they may wear lab attire for the entire day. However, lab attire that consists of shorts, sports bra, or bare chest should be covered by appropriate outerwear or clinically-appropriate scrubs while not in lab. Students practicing OMM skills outside of lab, may be permitted to wear lab appropriate clothing while practicing.

Appropriate attire *does not* include clothing with rips, tears or frays; or any extreme style or fashion in dress, footwear, accessories, or fragrances. Inappropriate attire also includes clothing having language or images that can be construed, based on societal norms, to be offensive or contribute to a hostile learning and working environment. Hats and headwear are not permitted other than for religious or cultural purposes.

All students are permitted to wear the clothing of their choice regardless of traditional gender norm conformity. Students may dress in accordance with their gender identity and gender expression, provided that such clothing does not violate other aspects of the university dress code.

Students should be open to feedback regarding their attire from peers, faculty, and staff, as the attire of any student can impact others and the RVU community. Questions or concerns regarding dress or dress-related

feedback can be brought to the Assistant/Associate Deans of Student Affairs whose decision will be final in the event of an issue. Generally, students will be expected to self-monitor their own attire. However, egregious or repeated dress violations will be considered unprofessional behavior and may result in a disciplinary sanction outlined in the Code of Conduct. Students may be asked to leave campus to change if they are inappropriately dressed depending on the specific situation and case.

When uncertain, students should default to business casual attire or professional scrubs with a white coat on top. Business casual is generally characterized as: slacks/trousers, jeans, dresses, and skirts with modest lengths; collared shirts, sweaters, and blouses; clothing that covers the chest, back, torso, stomach, and lower extremities from armpit to mid-thigh when the body is standing straight and when bending over or reaching the hands above the head; tops that have shoulder straps; bottoms that fully cover an individual’s buttock. Business Casual attire is not required after 5pm, but appropriate clothing is still expected.

Cultural and religious attire is welcomed as long as it is safe and appropriate for the specific learning environment. Students must wear their RVU ID at all times unless outlined differently in course or clinical syllabus.

When on location at clinical training sites, students must adhere to the training site’s dress code. Students are required to reach out to each of their training sites one week prior to the beginning of each clerkship rotation to learn the appropriate attire.

## EthicsPoint Complaint Reporting Hotline

EthicsPoint is an anonymous or confidential reporting tool available 24/7/365 for reporting serious violations of law, regulation, code of conduct, or policies which may include compliance issues, discrimination, fraud, waste and abuse, or serious misconduct.

**Phone Reporting (844-936-2729):** EthicsPoint has a toll-free phone reporting system that is available 24-hours a day, seven days a week, every day of the year. It is available to all RVU students. When a student calls, he/she/they will reach an independent third-party service provider, completely independent of RVU. When the EthicsPoint phoneline is called, a specialist will answer the call and make a detailed summary of the question or concern raised. The caller’s voice is never recorded, and the caller has the option to remain anonymous if they wish; however, it may be difficult to resolve an issue if the complainant does not provide their name. All calls are given a special reference

number, and the complainant will be encouraged to call back within a specified time to check on the status of their case.

**Web Reporting (rvu.ethicspoint.com):** The web-based version of EthicsPoint is made available to students who are more comfortable asking questions or raising concerns through the web. When accessing the EthicsPoint website, RVU's network system is left entirely and the case will be recorded on an independent third party's system. And as with the RVU phone line, the complainant can remain anonymous; however, it may be difficult to resolve an issue if the complainant does not provide their name. All reports entered through the EthicsPoint website are also given a reference number, and encouraged to follow up within a specified time to check on the status of their case.

## Honor Code

RVU students follow this credo: "As a student of Rocky Vista University, I will be ever vigilant in aiding in the general welfare of the community, sustaining its rules and organizations, and will not engage in practices that will in any way bring shame or discredit upon myself, my school, or my profession."

## Impaired Student Policy

The safety and welfare of patients demands that all healthcare providers perform at the highest level of cognitive ability. The illegal use or abuse of drugs or alcohol impairs the ability of a healthcare professional to provide optimal care and may impact the student's future ability to be licensed as a healthcare provider, at a state's discretion. Please check applicable state laws. Although the use of marijuana is legal in the states of Colorado and Montana, it is listed as an illegal drug by the U.S. Federal Drug Enforcement Agency. As such, the use of marijuana in any form that has not been prescribed by a physician for medical purposes is a violation of University policy.

All students, as a condition of enrollment at Rocky Vista University, must agree to abide by the University's Impaired Student Policy. Under this policy, students who are identified as suffering from substance abuse or addiction or who exhibit symptoms suggestive of impairment, either on campus or at one of its affiliates, are subject to immediate drug and alcohol screening and may be referred for further evaluation and treatment. Students undergoing further evaluation and treatment as indicated are protected by confidentiality of services. Refusal of a mandatory drug and alcohol screen will be grounds for immediate dismissal by the Dean or the Provost.

Any member of the University community who observes a student with symptoms suggestive of impairment,

substance abuse, or addiction must report the matter to the Associate/Assistant Dean of Student Affairs or the Provost immediately.

## Privacy for University Communications

There is no expectation of privacy of information stored on or sent through University-owned information services, resources, and communications infrastructure. FERPA regulations are followed in regard to student records.

The University reserves the right to preserve or inspect any information transmitted through or stored in its computers, including e-mail communications and individual login sessions without notice when:

- there is reasonable cause to believe the user has violated or is violating University guidelines or procedures;
- an account appears to be engaged in unusual or excessive activity;
- it is necessary to do so to protect the integrity, security, or functionality of the University's information technology resources or to protect the University from liability; and/or
- it is otherwise permitted or required by policy or law.

The University is not liable for the loss of or misappropriation of any private or personal information that may be stored on University resources.

## Professionalism Committee

The purpose of the Professionalism Committee is to serve as a focus of expertise and as a resource for recognizing exemplary professional behavior and for monitoring and improving lapses of professional behavior in students. The committee will manage lapses in student professionalism across all years of instruction. The primary function of the committee is to review Professionalism Improvement forms that have been submitted to the chair, gather information about the incident or issue, and offer a recommendation for remediation as appropriate. The committee will also monitor outcomes of remediation. Repeated or serious lapses, or failure to engage in remediation, may be reported to the Student Performance Committee (SPC) for further disciplinary action. The committee will also review exemplary professionalism forms and recognize outstanding examples of professionalism among students.

Examples of unprofessional behaviors that would warrant further action include repeated tardiness; non-inclusive or discriminatory behavior, offensive or inappropriate use of language, unexcused absence from a required activity; disruptive behavior in the classroom, clinical setting, or administrative setting; academic dishonesty; abdication of responsibility for patients, harassment, or violence.

The Professionalism Committee is a standing committee of the Student Performance Committee (SPC) that promotes professional behavior in students. The committee confidentially reviews and considers unprofessional allegations submitted on Professionalism Improvement Forms and offers remediation for the unprofessional behavior or violation of the honor code. The Chair of the Professionalism Committee will be a voting member of the SPC appointed by the Dean. The Associate Dean of Student Affairs will take lead in supporting to the student in meeting competency expectations for professionalism.

A Lapse of Professionalism allegation will be documented through the Professionalism Improvement Form (PIF), indicating that a student may need additional help developing or demonstrating professionalism skills. The cited student will be notified by the Office of Student Affairs.

A serious professionalism lapse or repeated lapses may lead to adverse academic actions, including failure of the relevant course/clerkship and may become part of the permanent record of the student as reported on the Medical Student Performance Evaluation (MSPE) or Program Director's Letter.

Any employee or student who is concerned about a student's professional behavior should give informal feedback to the student and make suggestions for improvement. However, if this is unsuccessful or inadequate improvement is seen, then the employee or student should submit a Professionalism Improvement Form (PIF), which will be forwarded to the Chair of the Professionalism Committee. The PIF should be submitted as close to the incident of concern as is practical. The identity of the employee or student submitting a PIF will remain confidential unless it is later required as part of a formal investigation.

If a student is uncomfortable submitting a PIF regarding another student, they should report this issue to the Assistant/ Associate Dean of Preclinical Education, Assistant/Associate Dean of Clinical Education, or the Assistant/Associate Dean of Student Affairs, who may submit a PIF for the reporting student.

Initial minor lapses of professionalism can be handled by the Chair of the Professionalism Committee. However, repeated occurrences and/or failure to improve will necessitate discussion by the entire committee. Serious allegations may be referred to the SPC. The SPC may conduct further investigation and will make a recommendation to the Dean for final action.

## Professionalism Policy

Students are expected to demonstrate professional behavior in all aspects both within and outside the boundaries of the campus. Lapses of professionalism may be subject to investigation and disciplinary actions as necessary.

Elements of professionalism include integrity, honesty, communication, responsibility, duty, accountability, and respect for all human beings. Physicians, faculty, students, and staff participating in student education and patient care on the RVU campuses and affiliated sites are expected to aspire to these ideals. Professionalism lapses are managed via the Professionalism Committee. Remediation or referral will be determined by the Professionalism Committee. Repeated or serious professionalism lapses, or failure of the student to engage in remediation, may lead to adverse academic actions, up to and including dismissal. A serious lapse of professionalism is defined as abdication of responsibility for patients, cheating, harassment, violence, or failure to remediate previously cited professionalism issue. Examples of unprofessional behaviors that would warrant further action include repeated tardiness; non-inclusive or discriminatory behavior, offensive or inappropriate use of language, unexcused absence from a required activity; disruptive behavior in the classroom, clinical setting, or administrative setting; academic dishonesty; abdication of responsibility for patients, harassment, or violence.

All students and faculty must read and sign the Teacher – Learner Agreement.

See **Professionalism Committee** section for more information on committee purpose, function, and procedures.

# Statement of Student Rights and Responsibilities

The University upholds the highest standards of academic excellence. Each student has certain rights and responsibilities, including the following:

- Personal and intellectual freedom;
- Respect for the equal rights and dignity of all University community members;
- Dedication to the scholarly and educational purposes of the University;
- Participation in promoting and ensuring the academic quality and credibility of the institution; and
- Responsibility to comply with the legal and ethical standards of the University, the professional organizations and institutions with which it has partnered with the ethical standards of healthcare professions, as well as those of the local authorities, the state and national laws, and applicable rules and regulations.
- As a general policy standard, a Preponderance of Evidence standard will be applied to all University investigations. Under the preponderance standard, the burden of proof is met when the party with the burden convinces the fact-finder that there is a greater than 50% chance that the claim is true.

## Program Policies and Procedures

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### Health and Technical Standards

All candidates must meet health and technical standards to be admitted to, participate in, and graduate from RVU-MCOM. Because the DO degree signifies that the holder is a physician prepared to enter postgraduate training programs (residency programs), RVU-MCOM graduates must have the knowledge and skills required to function in a broad variety of clinical situations and must be prepared to provide a wide spectrum of patient care. A candidate for the DO degree must have abilities and skills in the areas described below and meet the standards described as an obligation to patients and society.

Reasonable accommodations will be made as required by law; however, the candidate/student must be able to meet all technical standards with or without reasonable accommodation. Please refer to the section on the

Americans with Disabilities Act. The use of a trained intermediary necessarily requires that a candidate's judgment be mediated by someone else's power of selection and observation and is not a permissible accommodation. Enrolled students who are unable to meet these standards may be asked to appear before the Student Performance Committee and may be subject to dismissal.

#### Immunizations

Students must satisfy all requirements for immunizations at the time of admission and throughout their medical school career. Failure to do so will prevent matriculation or, in the case of an enrolled student, lead to dismissal. For specific information, please see "Health Records/Immunizations" of the Student Educational Records section of this Handbook.

#### Observation

Candidates must be able to observe demonstrations and experiments in the basic and clinical sciences.

This includes but is not limited to the ability to observe a patient accurately at a distance and close at hand. Observation requires the functional use of the vision and other senses.

#### Communication

Candidates should be able to speak, hear, and observe patients in order to elicit information; describe changes in mood, activity, and posture; and perceive nonverbal communication. Candidates must have a strong command of the English language. A candidate must be able to communicate effectively and sensitively in verbal and written form with patients and all members of the healthcare team.

#### Sensory/Motor

Candidates should have sufficient motor function to elicit information by palpation, auscultation, percussion, and other diagnostic and therapeutic maneuvers. A candidate should be able to perform basic laboratory tests (urinalysis, CBC, blood glucose testing, etc.), carry out diagnostic procedures (endoscopy, paracentesis, etc.), and read EKGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general care, osteopathic manipulation, and emergency treatments to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, and performance of simple obstetric maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of

the senses of touch and vision. Candidates must be able to lift a minimum of 40 pounds and stand for a minimum of one hour.

### **Conceptual, Integrative, and Quantitative Abilities**

Candidates must possess conceptual, integrative, and quantitative abilities, including measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and to understand the spatial relationship of structures. Candidates must be able to sit in a classroom and participate in a full eight-hour day. The practice of medicine requires periods of distinct concentration in surgery, trauma, emergency room care, and other patient settings. Candidates must be capable of extended periods of intense concentration and attention.

### **Behavior and Social Attributes**

Candidates must have the emotional health and emotional intelligence required for full use of the intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically and mentally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes.

## **Intercampus Transfer Policy**

MCOM does not allow transfers to or from other RVU campuses.

## **Osteopathic Clinical Skills (OCS)**

All Osteopathic Clinical Skills (OCS) courses include didactic presentations, demonstrations, practical laboratory experiences and clinical opportunities. During these activities, students establish their knowledge and ability to recognize and utilize the relationships between structures and function that are integral to osteopathic medicine. The student must develop the knowledge and skills necessary to

integrate the principles and coordinate the proper osteopathic and clinical techniques to prevent and treat pathology and dysfunction. Concurrently, the students will learn other medical approaches to the treatment of disease and dysfunction in the systems courses. Each course provides education on the principles, philosophy and history of osteopathic medicine, examination and evaluation of the patient, and the proper selection and application of osteopathic treatments and techniques. The OCS courses require the active participation of all students in the laboratory setting where the student, through the active and tactile examination of others along with reciprocal examination, will learn and demonstrate the ability to evaluate and proficiently treat their future patients. The training of an osteopathic physician requires the ability to perform tactile examinations and osteopathic manipulative techniques on members of the same and opposite sex. The training of an osteopathic physician also requires that a student experience and understand tactile diagnostic exercise and manipulative treatment. Students are required to participate both as patients and as trainees in the OCS laboratory and examine and be examined by members of the same and opposite sex. A graduate from MCOM has the ability to apply for licensure as a physician in all fifty states. Their license is not restricted to any one particular sex, and candidates for graduation must demonstrate the ability to practice medicine on both males and females. Safety is of primary concern in MCOM lab experiences. Students are expected to communicate immediately and directly with the lab faculty regarding any potential injuries sustained in the lab setting. If a student believes they have an injury limiting their participation in the lab activities for the day, it is their responsibility to make sure their faculty is aware. Please refer to department policies and procedures available in course syllabi.

## **Regarding AOA COCA Standards & Procedures**

Students enrolled at RVU has the right to file a complaint regarding the University's adherence to accreditation standards to the University. No anonymous complaints will be processed. Complaints should be filed in writing to the Associate/Assistant Dean of Student Affairs of the respective location. Resolution of the complaint shall be made in writing/ electronically to the complainant. The Associate/ Assistant Dean of Student Affairs will make an effort to process and adjudicate the complaint on a timely basis, although processing time may vary depending on the subject matter and complexity of the complaint. A letter of adjudication and resolution will be issued to the complainant. A student who is not satisfied with the adjudication and resolution of the complaint may appeal to the Provost of RVU in writing within ten days of the letter of adjudication and resolution of the complaint.

The decision of the Provost on appeal will be final. No action shall be taken by RVU against a student for filing a complaint.

Students also have the right to file complaints for accreditation standard violations directly to the Commission on Osteopathic College Accreditation (COCA) at the following address:

Director, Department of Accreditation  
American Osteopathic Association  
142 E. Ontario St., Chicago, IL 60611  
Toll-free: (800) 621-1773; Local: (312) 202-8000  
Fax: (312) 202-8200  
predoc@osteopathic.org

# MCOM Health Care Conflict of Interest and Recusal Policy

## Purpose & Scope

The purpose of this policy is to identify and prevent academic conflicts of interest arising from healthcare provider-patient relationship between Rocky Vista University (RVU) employees or appointed faculty and RVU students. This policy seeks to uphold impartiality in the assessment and promotion processes for all RVU students. It applies to all University employees, appointed faculty, and students.

## Policy Statement

Rocky Vista University is committed to ensuring that any employee or faculty member who provides healthcare services to an RVU student does not engage in any activities or decisions related to assessment or promotion of the student. If a conflict of interest is identified, the involved employee or appointed faculty member must disclose it immediately and recuse themselves from any involvement in the student's assessment or promotion.

## Roles & Responsibilities

|  |  |
|--|--|
| <b>Dean</b>  | Annually communicates this policy to employees, faculty and students and is ultimately responsible for compliance of this policy.  |
| <b>Chair/<br/>Course<br/>Director/</b>             | Ensures procedures are in place and that these procedures are being followed.  |
| <b>Regional or<br/>Site<br/>Director</b>           |  |
| <b>Employees<br/>and<br/>Appointed<br/>Faculty</b> | Avoids provider-patient relationship with students as much as feasible. Must disclose conflict of interest and recuse themselves if such a relationship was or is established. |

**Students** Discloses conflict of interest if a provider-patient relationship exists.

## Related Processes, Procedures, and/or Definitions

Appendix 1: Preclinical Procedure for Students to Disclose a Conflict of Interest

Appendix 2: Preclinical Procedure for Faculty to Disclose a Conflict of interest and Recusal.

Appendix 3: Student Conflict of Interest Disclosure and Recusal Form

Appendix 4: Clinical Education Procedures for Conflict of Interest & Student Confidentiality in the Clinical Setting

Appendix 5: Conflict of Interest and Student Confidentiality in the Clinical Setting Attestation Form

## Appendix 1

### Preclinical Procedure for Students to Disclose a Conflict of Interest

Student conflicts of interest must be reported promptly to the department supervisor, course director, or designee via email.

Conflict of interest emails should include the following:

1. Acknowledgement that a conflict of interest exists (specific details not required)
2. Name(s) of faculty involved

Each conflict of interest will be reviewed and verified by the email recipient, communicated to the department supervisor, and recorded in a Conflict of Interest and Recusal Log. The department supervisor or designee will update the log on a regular basis and reference it when scheduling testing or graded assignments.

Conflict of Interest Disclosure and Recusal forms are also available at practical or clinical assessment situations/locations for any last-minute disclosures.

## Appendix 2

### Preclinical Procedure for Faculty to Disclose a Conflict of interest and Recusal

Faculty recusals must be reported promptly to the department supervisor, course director, or designee via email.

Recusal emails should include the following:

1. Acknowledgement that a conflict of interest exists (specific details not required) and of the need for recusal

2. Name(s) of student(s) involved

Each recusal will be reviewed and verified by the email recipient, communicated to the department supervisor, and recorded in a Conflict of Interest and Recusal Log. The department supervisor or designee will update the log on a regular basis and reference it when scheduling testing or graded assignments.

Conflict of Interest Disclosure and Recusal forms are also available at practical or clinical assessment situations/locations for any last-minute disclosures.

### Appendix 3

#### Conflict of Interest Disclosure and Recusal Form

Name of Attestant: \_\_\_\_\_

Role at RVU (check one):

Faculty

Student

#### Attestation

\_\_\_\_ I understand the importance of maintaining integrity and transparency within the educational environment at RVU and that conflicts of interest are to be reported truthfully and completely.

\_\_\_\_ I attest to a conflict of interest with the individual(s) listed below.

Name(s) of Faculty/Student(s) involved:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Appendix 4:

#### Clinical Education Procedures for Conflict of Interest & Student Confidentiality in the Clinical Setting

RVU-MCOM students will not be academically assessed by a physician who has seen them as a patient in the clinical setting. In situations where physician faculty must deliver emergency care to a student due to unavailability of another provider, the faculty will recuse further assessment of the student and delegate academic assessments to an available regional/site director, rotation director, or clinical dean. These situations must be reported at once by faculty and student through processes outlined in Appendices 3 & 4. This may necessitate withdrawal, change, or repeat of the clinical rotation, if a rotation does not meet the requirement for clinical education assessment.

RVU-MCOM students taking part in clinical training will not be involved in the medical care of other RVU students, unless expressed permission is individually obtained from the student patient. Patient confidentiality will be strictly protected for RVU students in clinical settings. The student will inform their clinical coordinator and regional/site director of any conflict of interest or breach of student confidentiality at once.

All OMS III and IV students must complete an End-of-Clerkship Evaluation, where students must attest that they did not receive medical or professional services from their preceptor during the clerkship. If a conflict of interest is found, the Regional or Site Director will complete the student's evaluation after gathering feedback and relevant information from other people who were involved in the student's clinical clerkship experience.

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#### End-of-Clerkship Evaluation: Question 25

**Please select one and then enter your preceptor's name in the comments box:**

- I have read the Health Care Conflict of Interest and Recusal policy found in the course syllabus and attest that I have not ever received medical or other professional services or treatment from (enter the preceptor's name in the comment box).
- I have read the Health Care Conflict of Interest and Recusal policy found in the course syllabus and attest that I have received medical or other professional services or treatment from (enter the preceptor's name in the comment box).

Preceptor's Name:

Once per academic block, the Clinical Curriculum Coordinator will review the End-of-Clerkship Evaluations to determine completion of the question. Any unanswered questions will be sent to the Assistant/ Associate Dean of Clinical Education for review and investigation if necessary.

## Appendix 5:

### Conflict of Interest and Student Confidentiality in the Clinical Setting Attestation Form

Rocky Vista University – Montana College of Osteopathic Medicine (RVU-MCOM) is committed to ensuring the prevention of any type of conflicts of interests for students regarding academic advancement and the protection of student confidentiality in the clinical setting.

RVU-MCOM is committed to ensuring the prevention of potential conflicts of interest for student academic advancement and the protection of student confidentiality in clinical education settings. Neither RVU-MCOM faculty nor any RVU-MCOM adjunct clinical faculty will serve as health care providers for RVU-MCOM students except in emergency situations. RVU-MCOM Students have the right to **not be academically assessed** by a physician preceptor who has seen them as a patient in the clinical setting. Students are responsible to inform their clinical coordinator and regional/site director immediately upon recognizing such a situation.

RVU students participating in clinical training will not be involved in the medical care of other RVU students, unless expressed permission is individually obtained from the student patient and if this is not in conflict with any RVU program-specific policies. Patient confidentiality will be strictly protected for RVU students in clinical settings.

#### Student Attestation

I, \_\_\_\_\_, have read and understand the above statement and will inform my clinical coordinator and regional/site director of any potential conflict of interest or breach of student confidentiality immediately.

Student  
Signature  
Date

revised 9.23.24

## Academic Policies

### Academic Promotion

Promotion is defined as progression from one academic year to the next. A student must satisfactorily complete all course requirements in the preceding academic year in order to progress to the next academic year and to be considered as making satisfactory academic progress.

#### General Program Advising (Academic)

The Directors of Preclinical Education provide student support upon matriculation, general guidance throughout Years 1 and 2, and referral to additional support services when needed. Students are encouraged to initially seek guidance from their course syllabus, professor, or course director should course-specific questions arise. Access to Director of Preclinical Education contact information can be found via the MyVista Student Portal.

#### OMS I to OMS II

Students who have completed the following requirements will be eligible to be promoted to the second year (OMS II) of the program:

- Successful completion of all required OMS I coursework; and

- Documentation of current health insurance on file with the Office of Student Financial Services.

### OMS II to OMS III

Students who have completed the following requirements will be eligible to be promoted to the third year (OMS III) and begin clinical clerkship rotations:

- Successful completion of all required OMS I and OMS II curriculum;
- Students must sit for COMLEX Level 1 by July 1st—prior to when their first rotation begins
- Students must pass the COMLEX Level 1 before they can advance to their second core clerkship;
- If a student does not pass the COMLEX 1 on their first attempt, they will meet with the SPC;
- The student will not be permitted to participate in additional clinical rotations until they have passed the COMLEX Level 1.
- Updated background check on file with Office of the Registrar;
- Updated and negative drug screening on file with the Office of the Registrar;
- Documentation of all required health records on file.

### OMS III to OMS IV

Students who have completed the following requirements will be eligible to be promoted to the fourth year (OMS IV) of the program:

- Successful completion of clinical clerkships by June 30;
- Updated background check on file with Office of the Registrar;
- Updated and negative drug screening on file with the Office of the Registrar;
- Documentation of all required health records (including current PPD) on file with the Office of the Registrar;
- Documentation of current health insurance on file with the Office of Student Financial Services; and,
- Passing scores on the COMLEX Level 2 CE examinations by September 1st of the student's fourth year.

Students who fail to complete any requirement may not be allowed to engage in audition clerkships until the requirements are completed and they are certified for the fourth year (OMS IV) of studies.

## Academic Standings

### Policy

Student academic progress and academic standing levels will be monitored by the Preclinical Education

and Student Affairs Departments. Students who earn a passing final grade in every administered course and meet expectations for professional conduct will be considered in “**Good Academic Standing**” and will be eligible to progress to the next phase of the curriculum, provided the student is not subject to any other restrictions or preconditions stating otherwise.

The Professionalism Committee may recommend an alternative academic status based on any violations of the Code of Student Conduct or professional conduct.

### Academic Status

#### Good Academic Standing

Criteria:

- Passing final grade in each course taken
- No current or unresolved violations of professional behavior

Limitations:

- None provided the student is not subject to any other restrictions or preconditions stating otherwise.

Reporting:

- Status will be reported as “Good Academic Standing” on academic status queries from external entities.

#### Good Academic Standing - At Risk

Criteria (any one of the following):

- One course failure in an academic year
- Student previously in “Not in Good Academic Standing”
- Student returning from a leave of absence
- Student in a repeat year
- Recommendation of the Student Performance Committee via recommendation of the Professionalism Committee

Limitations:

- None, provided the student is not subject to any other restrictions or preconditions stating otherwise.

- May be subject to such other limitations, restrictions and/or preconditions as determined by the Professionalism Committee, the Student Performance Committee, and/or Dean or their designee.

Exit Criteria:

- Completion of the academic year with no additional course failures or violations of professionalism. Students who have passed remediation and/or satisfied requirements set forth by the Professionalism Committee will start the next academic year in Good Academic Standing, provided the student is not subject to any other restrictions or preconditions stating otherwise.
- For students previously in “Not in Good Academic Standing”, successful completion of the preclinical years by passing all courses, remediation, and/or meeting the requirements set forth by the Professionalism Committee will result in starting the clinical years in “Good Academic Standing” provided the student is not subject to any other restrictions or preconditions stating otherwise.

Requirements:

- Mandatory meeting(s) with the Student Success Team
- May be subject to such requirements as determined by the Student Success Team, Professionalism Committee, the Student Performance Committee, and/or Dean or their designee.

Reporting:

- Status will be reported as “Good Academic Standing” on academic status queries from external entities. (At Risk nomenclature will not be reported to external entities)

**Not in Good Academic Standing**

Criteria (any one of the following):

- Two course failures in an academic year
- Recommendation of the Student Performance Committee via recommendation of the Professionalism Committee

Limitations:

- Not eligible to participate in electives

- Not eligible to hold leadership positions in student clubs/organizations
- May be subject to such other limitations, restrictions and/or preconditions as determined by the Dean.

Exit Criteria:

- Completion of all required remediation or completion of requirements set forth by the Dean. Students will then be placed in “Good Academic Standing-At Risk” status and absent any other issues, and provided the student is not subject to any other restrictions or preconditions stating otherwise, the student will remain in this status for the remainder of their preclinical years.

Requirements:

- Mandatory meeting with the Student Performance Committee, who will make recommendations to the Dean.
- May be subject to such other requirements or dismissal as determined by the Dean.

Reporting:

- Status will be reported as “Not in Good Academic Standing” on academic status queries from external organizations.

## Attendance Policy

Attendance and engagement in courses are an essential part of the student learning process leading to student success. Absences impact those students who are absent and can also negatively affect their peers. The scope of this policy applies to all students at the Montana College of Osteopathic Medicine. The practice of medicine requires physicians and students to be available for patient care all days of the week and may conceivably occur at any hour of the day. Medical student learning activities may be scheduled any day of the year with mandatory attendance at the discretion of each course director.

Attendance and punctuality are required for all assessments (e.g., exams, quizzes, competency assessments, etc.); laboratory sessions (e.g., anatomy, Osteopathic Clinical Skills (OCS), etc.); engaged learning sessions; scheduled clinical experiences (Clinical Clerkships and Electives, Standardized Patients, Simulations, etc.); and any other session as designated by a Course Director.

Accommodations for Religious Observances or other personal reasons will be considered on an individual

basis. RVU complies with the Disabilities and Academic Accommodations and Pregnant and Parenting Student policies.

Additional resources can be found in the University Policy Repository, currently entitled "DynamicPolicy" at: <http://policies.rvu.edu>.

**Punctuality and Tardiness** – Students are expected to arrive early for all scheduled events. Timely arrival is 10 prior to the scheduled laboratory sessions, assessments and exams, and 15 minutes prior to scheduled clinical or simulations sessions. A student who arrives late may be refused participation, resulting in no points or grade for the assignment. Every incidence of tardiness may result in a Professionalism Improvement Form being submitted. It is the individual responsibility of the student to request an excused absence prior to the start of a required activity, if possible. Repeated tardiness, defined as three or more tardy incidences in a semester, will result in a meeting with the Professionalism Committee.

**Excused Absences and Make-up Activities** – If a student is unable to attend a required academic event (e.g., quiz, exam, lab, ELS, etc.), the student must request an excused absence approval from the Office of Student Affairs, through the appropriate online form prior to the required session, except in cases where proactive communication is not possible.

Repeated excused absences will be investigated on an individual basis to determine a breach in professional behavior.

Examples of situations which would generally be approved for an excused absence include but are not limited to death of an immediate relative, birth of a baby (including absence due to pregnancy as medically necessary), pre-approved professional conference, jury duty, or any emergencies of mental or physical illnesses.

Examples of situations which would generally **not** be approved for an excused absence include, but are not limited to weddings, graduations, and cultural holidays.

### **Procedure for Seeking an Excused Absence**

The *Excused Absence Form* is found online on the RVU iNet site, at the following link: <https://inet.rvu.edu/home/forms-2/excused-absence-form/>

If a student starts but is not able to complete a required activity due to illness or other emergency, they should submit a request for excused absence as soon as possible that explains the circumstances surrounding their inability to complete the activity. Excused absences in these circumstances will be evaluated and granted on a case-by-case basis.

Examinations are stressful; stress/nervousness/panic does **not** qualify as a medical excuse.

If a student is absent from a required event or assessment and does not receive approval through this process, the student will receive a grade of zero for that event. If an absence is appropriately excused, a student may be allowed to make-up the required activity or participate in an equivalent session at the discretion of the Course Director and/or Program Leadership (Director of Preclinical Education, Assistant/Associate Dean of Preclinical/Clinical Education, Program Director, or designee).

A student who is excused from attending a required lab or other required learning session will not be penalized any grading points. However, that student should not expect faculty to recreate the lab or learning session experience. Hence, it is critical for students to attend all such event, whenever possible.

To take an examination at a different time other than the originally scheduled time, a student must be approved for an excused absence. A student who does not take an examination at its scheduled time and is appropriately excused will be allowed to take a make-up examination, usually before the scheduled exam time. Make-up examinations will be of comparable difficulty and format to the original examination, at the Course Director's discretion. The policies for examinations will pertain to all makeup examinations. In the interim, the student will have a grade of incomplete (IN) for the course. If the student misses a scheduled make-up examination, the student will receive a zero for that examination.

Any exception to this policy will be made solely at the Dean's discretion. Attendance requirements may be established by the programs and individual course instructors who have the right of taking attendance in their course at any time.

## **Clinical Education**

The focus of the clinical experience in years 3 and 4 is patient care and interaction. One hundred percent attendance is, therefore, required to be sure that continuity of care is maintained. It is understood that certain situations may arise that will result in an absence from required daily participation. In such instances, the following policies will be observed:

- Absences for any reason must be approved by both by both the Preceptor and the Department of Clinical Education leadership (e.g. Clerkship Director, Regional Director, Clinical Dean).
- Preplanned absences - Submit the Clinical Education Excused Absence Request form in iNet for preplanned absence as soon as event dates and details are known.

- Emergency absences - Submit the Clinical Education Excused Absence Request form in iNet the same day as any emergency absence

### **Didactics and Simulations**

- Attendance is required unless approved by the Clerkship Director.
- Absences or partial attendance must be directly related to rotation requirements, illness or accident, or another emergency to be approved by the Clerkship Director.
- Requests for absences or partial attendance should be submitted before the didactic/simulation session or as soon as possible after the session when prior notification is not practicable.

### **Core and Elective Clerkship Grading**

Grades for the six core clinical clerkships are determined from the Faculty Evaluation of Medical Student Performance and the student's score on the corresponding NBME Subject Examination (shelf exam). Additional details and grading components are provided in the course syllabi.

Elective clerkship grades are determined from the Faculty Evaluation of Medical Student Performance and additional grading components as outlined in the course syllabi.

### **Incomplete Coursework**

A course grade of "Incomplete" will only be granted when approved by the Associate Dean of Student Affairs or the appropriate Director of Preclinical Education. Incomplete grades must be completed within the designated time frame or they will result in a course failure. Incomplete coursework must be completed before progressing to the next academic year.

Poor attendance, repeated tardiness, unapproved absence(s), or absences in excess of 3 days may result in a grade of incomplete, and the student may be required to repeat the entire Clinical Education Clerkship.

### **Quality Points**

Quality points are the cumulative points used to calculate grade point average and class rank. Only courses with numeric final scores contribute to quality points.

For courses where a numeric score is assigned, the value is used to calculate the quality points. For example, a final grade of 85.2 earned in a 2-credit course will award 170.4 quality points ( $85.2 \times 2 = 170.4$ ).

### **Class Rank**

Class rank for each student will be reported by quintile and be based on student performance in OMS I, OMS II, and OMS III years. Each year will contribute one-third to the final ranking. For the preclinical years (OMS I and II) quality points will be used to determine ranking. For OMS III, ranking will be determined from student performance within core clerkship courses. All rankings will be reported by quintile, unless specifically required by residency programs, military requirements, scholarships, or otherwise.

### **Academic Grievances Policy (Grade Appeal)**

Matters regarding grading disputes of assessments within a specific course or other requirement shall include all concerns related to specific grades received or the processes by which grades are determined.

Except under unusual circumstances, all grades (including the final grade for cumulative course performance) will be determined by the Course Director. When extraordinary circumstances bring a student to seek an appeal of a decision regarding a course grade, the student must seek solutions through the following administrative channels, entering at the appropriate level and proceeding in the order stated below. All appeals and decisions must be in writing.

1. Course Director(s);
2. Assistant Deans of Preclinical Education for OMS I and II or Assistant Deans of Clinical Education, as appropriate, for OMS III and IV (Final level of appeal)

A student seeking to resolve a grading concern through the administrative channels above must initiate formal action in writing within ten business days from the date that the course grade has been finalized. The written appeal must state the circumstances surrounding the grade dispute, with specificity. Review of the student problem and complaint at each administrative level will be carried out as expeditiously as possible. If the student is not satisfied with the decision, he or she may appeal to the next administrative level. If the student chooses to continue the appeal, this must be done in writing within five business days of the date the decision was rendered at each level of the appeal (excluding weekends and official school holidays).

## **Clinical Electives**

Students are required to complete/upload many documents related to clinical electives. The Office of the Registrar is able to upload certain documents including, but not limited to:

- Official transcript

- Letters of Verification

The Department of Clinical Education can provide the following documents:

- Letters of Recommendation
- Liability insurance documentation

Students should also obtain a professional headshot, such as the white coat photo provided by RVU at the beginning of Year One. These photos are available for download on the MyVista Student Portal.

## COMLEX: Comprehensive Osteopathic Medical Licensing Examination

Passing Level 1 and Level 2 of the Comprehensive Osteopathic Medical Licensing Examination-USA (COMLEX-USA) from the National Board of Osteopathic Medical Examiners (NBOME) is a graduation requirement. These examinations are:

- COMLEX-USA Level 1
- COMLEX-USA Level 2 CE

Students must take COMLEX-USA Level 1 prior to the start of their first clinical clerkship rotation.

Students must pass the COMLEX-USA Level 1 before they can advance to their second core clerkship.

Students preparing COMLEX-USA Level 2 CE for may not miss scheduled clerkships or alter the established clinical training schedule to study during their OMS III or OMS IV years outside of any time designated for board review by the COM administration, policy, or procedures unless authorized by the Assistant/Associate Dean of Clinical Education or designee.

### COMLEX-USA Level 1:

Students at the COM will be eligible to take COMLEX-USA Level 1 after they have:

- Successfully completed all the requirements of the OMS I and OMS II academic curriculum.
- Received attestation from the COM of good academic and professional standing.

### COMLEX-USA Level 1 Failure:

The student cannot participate in clinical clerkships until the COMLEX-USA Level 1 exam has been retaken and a passing score is achieved.

Students who do not pass COMLEX-USA Level 1 after three attempts will be subject to dismissal from the COM without the option to appeal.

### COMLEX-USA Level 2-Cognitive Evaluation (CE) Eligibility:

Students at the COM will be eligible to take COMLEX-USA Level 2 after they have:

- Successfully completed all the required core clinical clerkships of the OMS III curriculum.
- Received attestation from the COM of good academic and professional standing.

### COMLEX-USA Level 2-Cognitive Evaluation (CE) Failure:

Students who do not pass COMLEX-USA Level 2 CE after 3 attempts will be subject to dismissal from the COM without the option to appeal.

### COMLEX-USA Level 2-Performance Exam (PE):

COMLEX-USA Level 2-PE was suspended indefinitely in February 2021 and formally discontinued in June 2022. COMLEX-USA candidates are currently verified by attestation from the COM dean that they are proficient in these important clinical skills.

### COMLEX-USA Level 3 Eligibility

Candidates will be eligible to take COMLEX-USA Level 3 after they have:

- Passed COMLEX-USA Levels 1 and 2-CE
- Graduation from an accredited COM
- Good academic and professional standing attestation by residency program director
- Clinical Skills Attestation (equivalent of former Level 2-PE)
  - **Recommended:** Six (6) months of GME completion prior to taking COMLEX-USA Level 3

## Excused Absences and Make-up

### Preclinical Education

If a student is unable to attend a required academic event (e.g., quiz, exam, lab, ELS, etc.), the student must request an excused absence approval from the Office of Student Affairs, through the appropriate online form prior to the required session, except in cases where proactive communication is not possible. Repeated excused absences will be

investigated on an individual basis to determine a breach in professional behavior.

Examples of situations which would generally be approved for an excused absence include but are not limited to death of an immediate relative, birth of a student's baby (including absence due to pregnancy as medically necessary), pre-approved professional conference, jury duty, or any medical emergencies.

Examples of situations which would generally not be approved for an excused absence include, but are not limited to family weddings, graduations, and cultural holidays.

### **Procedure for Seeking an Excused Absence**

The Excused Absence Form is found online on the RVU iNet site.

If a student starts but is not able to complete a required activity due to illness or other emergency, they should submit a request for excused absence as soon as possible that explains the circumstances surrounding their inability to complete the activity. Excused absences in these circumstances will be evaluated and granted on a case-by-case basis.

Examinations are stressful; stress/nervousness/panic does not qualify as a medical emergency and will not be approved for an excused absence to reschedule an exam.

If a student is absent from a required event or assessment and does not receive approval through this process, the student will receive a grade of zero for that event. If an absence is appropriately excused, a student may be allowed to make-up the required activity or participate in an equivalent session at the discretion of the Course Director and/or Program Leadership (Director of Preclinical Education, Assistant/Associate Dean of Preclinical/Clinical Education, Program Director, or designee).

A student who is excused from attending a required lab or other required learning session will not be penalized any grading points. However, that student should not expect faculty to recreate the lab or learning session experience. The student is responsible for all missed educational material and experiences. Hence, it is critical for students to attend all such event, whenever possible.

## **Clinical Education**

### **Subject Exams**

The subject examination is a key component of the core clinical clerkship course grade and is administered toward the end of the clerkship. Any requests to take an exam at any time other than the originally scheduled time (initial attempt) or any requests to delay a confirmed retake exam attempt, must seek an excused absence request by completing the Clinical Education Excused Absence Request Form in iNet.

The absence is not excused until approved by the Clerkship Director. Examples of situations that would generally be approved for an excused absence from the exam include significant mental or physical illness (documentation from the treating licensed healthcare provider may be required), emergency, or presentation at a professional conference (if eligible). If a student believes that the basis for their excused absence request is eligible for consideration for ADA accommodation, the student should follow the procedure outlined in the Disabilities and Academic Accommodations section of this handbook.

If the absence is appropriately excused, a student will be allowed to make up the required exam. If the student is absent from an exam and does not request an excused absence in advance or if the request is not approved by the Clerkship Director, the student will receive a grade of zero for the exam.

### **Clinical Clerkship Days**

The focus of the clinical experience in years 3 and 4 is patient care and interaction. One hundred percent attendance is, therefore, required to be sure that continuity of care is maintained. It is understood that certain situations may arise that will result in an absence from required daily participation. In such instances, the following policies will be observed:

- Absences for any reason must be approved by both the Preceptor and Clinical Dean.
- Preplanned absences - Submit the Clinical Education Excused Absence Request form in iNet for preplanned absences as soon as event dates and details are known.
- Emergency absences - Submit the Clinical Education Excused Absence Request form in iNet the same day as any emergency absence

### **Consequences of Excused and Unexcused Absences**

Students with two unexcused clinical absences and/or four or more total clinical absences (excused or unexcused) per semester are required to meet with an appropriate dean of clinical education. If a student is believed to be abusing the absence policy, they may be

evaluated for a breach of professionalism. If a student is found to have a breach of professionalism, the findings may become part of the permanent record of the student as reported on the Medical Student Performance Evaluation (MSPE).

If an agreed-upon make-up activity is not completed, not completed within the agreed-upon timeframe, or not completed with satisfactory quality, the student may be referred to the Student Performance Committee (SPC).

### **Didactics and Simulations**

In order to gain knowledge and skills to complete the core clerkship successfully and to show professionalism in your professional identity, consistent attendance and participation in didactic and simulation sessions (includes OGP and Fundamentals of Surgery) is essential.

Attendance is required unless approved by the Clerkship Director.

- Absences or partial attendance must be directly related to clinical clerkship direct patient care requirements, significant mental or physical illness (documentation from the treating licensed healthcare provider may be required), emergency, or presentation at a professional conference (if eligible) to be approved by the Clerkship Director.
- Requests for absences or partial attendance should be submitted directly to the Clerkship Director before the didactic/simulation session or as soon as possible after the session when prior notification is not practicable. The Clerkship Director may assign make-up assessments for approved absences only.

## **Grading and Grade Point Average**

Grade point averages (GPA) are based on a 100-point scale. The GPA is calculated by dividing quality points by GPA credit hours (pass/fail coursework is already excluded). The GPA will be a two-digit number with two decimal places and will not be rounded.

### **Incomplete Coursework**

In the preclinical phase, a course grade of "Incomplete" will only be granted when approved by the appropriate Director of Preclinical Education (DPCE). Requests for an Incomplete that are denied by a DPCE may be appealed to the Assistant/Associate Dean of Preclinical Education, who is the final level of appeal. Incomplete grades must be completed by the

designated deadline, or they will result in a course failure. Incomplete coursework must be completed before progressing to the next academic year.

In the clinical years, repeated tardiness, an unapproved absence, or any absences more than 3 days may result in a grade of incomplete, and the student may be required to repeat the entire clinical clerkship rotation.

### **Quality Points**

Quality points are the cumulative points used to calculate the grade point average and class rank. Only courses with numeric final scores contribute to quality points.

For courses where a numeric score is assigned, the value is used to calculate the quality points. For example, a final grade of 85.2 earned in a 2-credit course will award 170.4 quality points ( $85.2 \times 2 = 170.4$ ).

### **Class Ranking**

Class rank for each student will be reported by quintiles based on accumulated total quality points in the following manner:

1. For OMS I and II, quality points are earned in core curriculum courses for which an Honors, Pass, or Fail grade is assigned.
2. For OMS III, quality points are earned in required core clerkship courses for which an Honors, Pass, or Fail grade is assigned.

Cumulative ranking will be reported on the Medical Student Performance Evaluation (MSPE). The MSPE that is made available to ERAS will have the cumulative OMS I, II, and III ranking, with each year contributing 1/3rd to the total rank. All rankings will be reported by quintile, unless required by a military or scholarship program, or for which students have given explicit permission.

The MSPE that is made available to ERAS will have two rankings. One will be the combined OMS I and OMS II rankings (weighted equally) and the other will be the OMS III ranking. Each ranking will be reported by quintile, unless required by a military or scholarship program, or for which students have given explicit permission.

# Course Grades

Understanding how Rocky Vista University calculates grades, quality points, class rank, and academic standing is important throughout enrollment.

## Explanation of Grades

**The Preclinical Curriculum:** MCOM requires a score of 70 or above to pass all courses; any score below 70.0 is failing.

Final course grades on the student's transcript will only be shown as an Honors ("H"), Pass ("P"), or Fail ("F") grade. For numerically scored courses, any student achieving a score  $\geq 90.0\%$  will receive an Honors ("H") course grade on the transcript. Students scoring between 70.0 and 89.9% will receive Pass ("P") course grade on the transcript. Those receiving a score of  $< 70.0\%$  will receive a Fail ("F") course grade on the transcript. By convention, the Learning Management System (LMS) reports a 3-digit numeric score to represent the final course score percentage and is converted to an H, P, or F on the transcript. For example, an "89.9%" course score is submitted by the LMS as a "899" and reported on the transcript as a "P". Some courses at MCOM do not accumulate numeric scores. For these courses, an Honors, Pass or Fail is assigned not only for the transcript but also for the course, and these grades do not contribute to the determination of quality points or class rank.

For the majority of MCOM courses in the preclinical years, if an overall course mean falls below 83%, whole raw course points will be added to each student's overall course grade such that the course mean is adjusted to as close to an 83% as possible, without exceeding an 83%.

## Clinical Education

Grading for core clinical clerkships is based on the Preceptors' Assessment of the Student Doctor, Standardized Oral Presentation, Didactic Participation, and the NBME Subject Exam. Final course grades on the student's transcript will only be shown as an Honors ("H"), Pass ("P"), or Pass with Remediation ("Px") grade. Any student achieving a score  $\geq 72$  points will receive an Honors ("H") course grade on the transcript. Students scoring between 48.2-71.9 points receive Pass ("P") course grade on the transcript. Those receiving a score of  $< 48.2$  points will be required to remediate the course.

Grading for clinical electives is based on the Preceptors' Assessment for the Student Doctor and adequate patient encounters. For these courses, an Honors, Pass, or Fail is assigned not only for the transcript but also for the course, and these grades do not contribute to the determination of quality points or class rank.

# Remediation of a Course

## Procedure

If a preclinical student fails a course and receives approval to remediate the course failure, the student will work with the Director of Preclinical Education, the Course Director, and the Office of Testing to develop a remediation plan and schedule. Remediation examinations will be administered by the Office of Testing and will be proctored by an RVU employee or designee. Preclinical remediations must be completed by June 30 of the current academic year. Re-remediation is not allowed.

If a clinical student fails a clinical clerkship rotation, the student will be referred to the Student Performance Committee (SPC), which will result in a recommendation to the Dean. If the Dean's decision is to allow remediation of the clinical clerkship, the student will work with the Assistant/Associate Dean of Clinical Education to develop a remediation plan for the failed clinical clerkship course. If the student fails the remediation, the student may be submit to dismissal.

## Grading

A student who successfully remediates a course failure will have their transcript notated with the grade code of 'NX' for the original course failure and a grade of 'PX' to indicate successful remediation of the course.

Remediations must be successfully completed before a student can advance to the next stage of the curriculum. In the event the remediation of a course is failed or not completed, the original course grade shall be recorded on the transcript. A student who fails a remediation will be referred to the Student Performance Committee and may be subject to dismissal. Re-remediation is not allowed.

# Repeating Courses

Once a course is passed, that course may not be repeated unless the student is repeating the entire year. When repeating a course, both course grades will appear on the transcript, with the most recent grade used for grade point average and/or class rank calculation.

Students who fail a course during a repeated year are required to meet with the Student Performance Committee, and may be subject to dismissal.

# Student Performance Committee

The Student Performance Committee (SPC) is a recommending body to the Dean of the Montana College of Osteopathic Medicine (MCOM) that will gather information and meet with individual students who have demonstrated unsatisfactory performance as an MCOM student. Unsatisfactory performance is constituted by poor academic performance or breach of professionalism. Poor academic performance includes, but is not limited to failing two or more courses in each of the pre-clinical years of the core curriculum, failing one course in a repeat year, failing a course remediation exam, failure to meet the requirements of remediation assignments, failing a required licensing board exam, or failing a clinical clerkship rotation. Unsatisfactory performance due to unprofessional behavior is a failure to meet MCOM's behavioral and/or professionalism standards, expectations, policies or requirements and as otherwise outlined in the RVU Student Handbook. Upon gathering information, interviewing the student, and conducting an investigation as appropriate, the SPC will meet, deliberate on its findings and make a recommendation to the Dean regarding the student's future at MCOM.

Examples of recommendations to the Dean from the SPC may include but are not limited to:

- Academic counseling or other counseling
- Professionalism training and monitoring
- Remediation of failed course(s) or clinical rotation
- Repeat the failed course(s)
- Repeat the failed clinical clerkship
- Repeat the academic year
- Leave of absence
- Dismissal from the institution
- Other actions deemed appropriate by the SPC

Meetings will be held on an as-needed basis and will be called by the Chair. A minimum of four (4) additional voting committee members must be present to constitute a quorum. SPC meetings are closed and confidential.

## SPC Procedures

1. A student will be referred to the SPC for two (2) or more course failures and/or for a failure of a course remediation. A student will also be referred to the SPC for an egregious breach in professionalism or as deemed appropriate by the Professionalism Committee.
2. The SPC will review records, documentation, and other information to confirm failure of courses, a failure of a remediation, or violation of

professionalism. If there are any questions regarding the accuracy of the information, the SPC may, in its discretion, speak with faculty, administration, and other relevant persons and may request additional information and/or documentation.

3. The student will be notified of the requirement to attend in-person or online meetings with the SPC by the Assistant/Associate Dean of Student Affairs via email to the student's RVU email address or a hand-delivered letter.
4. If the student believes they are being wrongfully referred to the SPC, the student must submit a written statement with evidence or other supporting information of the error for SPC referral to the Assistant/Associate Dean of Student Affairs within three (3) business days of the original notice. The Assistant/Associate Dean of Student Affairs will then investigate and notify the student in a timely fashion regarding the wrongful referral and requirement to meet with the SPC.
5. Prior to meeting with the SPC, the student is encouraged to submit a personal statement to address the issues and concern(s) regarding the referral.
6. At the SPC meeting, the student will be given the opportunity to present their statements to the SPC and respond to any questions. After this interview, the student will then be excused from the meeting.
7. Legal representation at the meeting is prohibited. However, students may be accompanied by one (1) support person who will only be an observer at the meeting; this guest will not be allowed to speak to the committee on behalf of the student. Prior notification to the Assistant/Associate Dean of Students affairs is required to bring a support person at least three (3) business days prior to the scheduled meeting.
8. Students who are out-of-state for a valid reason or on clinical clerkship rotations may be allowed to appear and speak with the SPC via phone or electronic medium (e.g. Zoom, Skype) at the discretion of the SPC.
9. The SPC will consider the additional information and testimony provided by the student and will make a recommendation to the Dean.
10. The Dean may accept, reject, or modify the SPC recommendation(s).
11. The Dean's decision letter will be forwarded to the Assistant/Associate Dean of Student Affairs to be communicated to the student.
12. The student will be notified of the Dean's decision within ten (10) business days of receipt of that decision by the Assistant/Associate Dean of Student Affairs. All communications with the student from this point forward will be facilitated and directed through the Office of Student Affairs.
13. The student may appeal the Dean's decision in writing to the Provost of RVU for the following reasons: significant error in fact that materially

affected the outcome, evidence of bias demonstrated by the committee or the Dean, the result of the decision imposed is extraordinarily disproportionate, significant errors of process that materially impacted the outcome, or new information and supporting documentation relevant to the situation that was not available at the time of the SPC meeting. Evidence must be produced and submitted to the SPC within five (5) business days. During the appeal process, the student should continue to participate in all required coursework and exams.

14. The appeal decision of the Provost of RVU will be rendered in writing and is final with no further opportunity for appeals. The appeals process is stated in the student handbook.

### **SPC Decisions**

The SPC will make a recommendation to the Dean of MCOM. The Dean may accept, reject, or modify the recommendation. The student will be notified of the Dean's decision within ten (10) business days by the Assistant/Associate Dean of Student Affairs. The Dean's decision and notification will be in writing.

### **Definitions**

**Course** – Core curriculum courses and clinical clerkships that are required for graduation and conferral of the Doctor of Osteopathic Medicine degree. For the specific purpose of this SPC document, the term “course” does not include elective courses or certificate courses.

**Course Failure** - The failure of a course and/or the failure of a course remediation.

**Preclinical Student Success Team (SST)** - The SST supports student wellness and academic success in the preclinical years. The SST is charged with conducting holistic reviews of student academic and professional performance and establishes individualized remediation and success plans and schedules.

## **Student Religious Accommodations for Excused Absence Policy**

Rocky Vista University (RVU) aims to provide a reasonable accommodation for the [sincerely held](#) religious beliefs of a student if the accommodation would resolve a conflict between the individual's religious beliefs or practices and an educational

requirement unless doing so would create an undue burden for the university. RVU will make determinations about religious accommodations and attendance/excused absences on a case-by-case basis considering various factors and based on an individualized assessment in each situation.

RVU strives to make determinations on religious accommodation requests expeditiously and will inform the individual once a determination has [been made](#). If there are questions about an accommodation request, please contact the Vice President for Inclusive Excellence, in the Office for Inclusive Excellence.

Students [are strongly encouraged](#) to [submit](#) all religious accommodation requests for the entire academic year via the iNET form (<https://inet.rvu.edu/home/forms-2/student-religious-accommodation-for-excused-absences-request-form/>) during the first week of the semester. Requests may require up to two weeks to process. Please be aware that failure to [submit](#) requests [in a timely manner](#) may delay the implementation of any approved accommodations.

Students should understand that if accommodation [is granted](#), missing time from an internship or clinical placement may require the student to make up work or repeat the internship or clinical placement [at a later time](#), potentially delaying progress in the program and/or graduation.

If examinations or assignment deadlines [are scheduled](#) on the day(s) of a religious observance, any student who provided advance notice [in accordance with](#) program policies and procedures will have the opportunity to make up the examination or extend the assignment deadline and will not [be penalized](#) for the absence.

Being absent from class or other educational responsibilities does not excuse students from meeting all expectations set during the missed class(es). Students [are responsible for](#) obtaining the materials and information provided during any class(es) missed.

revised 9.18.24

## **Visiting Student Learning Opportunities**

### **Overview**

The AAMC Visiting Student Learning Opportunities (VSLO) program merged two existing visiting student programs: The Visiting Student Application Service (VSAS®) program that focused exclusively on U.S. domestic away electives and the Global Health

Learning Opportunities (GHLO®) program that facilitated international mobility into the United States, from the United States to electives abroad, and from one non-U.S. location to another.

### **Purpose**

The VSLO program aspires to build a community of institutions that employ unified policies and practices that do not burden students or institutions with redundant requirements. As such, the program is continually balancing and streamlining the application process while supporting institution-specific processes.

### **Access**

Students will be granted access to VSLO during their second year of study (OMS II). Students will receive an email invite once the Office of the Registrar has confirmed eligibility and notified AAMC.

### **Applications**

By utilizing VSLO, students will have access to search and apply for clinical clerkship electives ('away electives') to satisfy the credit requirements of OMS III and OMS IV of the Osteopathic Medicine program. Note: VSLO charges a per-elective application fee.

## **Clinical Career Planning**

### **Course and Faculty Evaluations**

Each student has a responsibility to provide constructive evaluation for the courses and the instructors. This responsibility may be met in part by participation in course evaluations that are required by the University. Students will be expected to comply with any specific requirements for completing course and faculty evaluations outlined by their individual Programs. The University expects each student to comply with this responsibility and obligation in a constructive, professional manner so that optimal feedback can be provided. The student's input will help improve the educational effectiveness of the curriculum, as well as assist faculty members by providing them with constructive input.

In compliance with accrediting bodies (HLC, ARC-PA, and COCA), the evaluation process is conducted confidentially for all programs, including all courses, and clinical clerkships/rotations. Evaluative comments are shared with the appropriate faculty and administrators, and the identity of the students and their connected comments is normally kept confidential.

However, there are parameters in which the identity of a student in any program may be discovered. In rare cases where a student implicitly or explicitly suggests or threatens harm towards themselves or others or reports an unprofessional, discriminatory, dangerous, or illegal clinical environment the identity of that student and their connected feedback/comments can be revealed.

## **Electronic Residency Application Service**

### **Overview**

ERAS® streamlines the residency application process for applicants, their Designated Dean's Offices, Letter of Recommendation (LOR) authors, and program directors. By providing applicants the ability to build and deliver their application and supporting materials individually or as a package to programs, ERAS provides a centralized, but flexible solution to the residency application and documents distribution process.

### **Purpose**

To provide a centralized online application service for students to use to deliver their application, along with supporting documents, to residency programs.

### **Token Distribution**

Students will be granted access to ERAS at the beginning of their third year of study (OMS III). Students will receive an email invite (token) once the Office of the Registrar has confirmed eligibility and notified ERAS. The token is used to confirm student eligibility to register for MyERAS.

### **Required Documents/Records**

Students are required to upload most documents via the MyERAS portal. The Office of the Registrar will upload official transcripts and the completed Medical School Performance Evaluation (MSPE).

### **Letters of Recommendation**

Letters of Recommendation must be uploaded via the Letter of Recommendation Portal (LoRP) by the author of the letter. Students will need to complete and provide a Letter Request Form when requesting a Letter of Recommendation. The Letter Request Form will include a Letter ID, which connects the Letter of Recommendation to the student's **application in ERAS**.

# Graduation Requirements for the Doctorate in Osteopathic Medicine

An osteopathic degree is a professional degree and that leads to a license which requires physical conferral. Due to the nature of this, as outlined below, attendance at graduation is required. A student who has fulfilled all the academic requirements may be granted the DO degree provided the student:

- Satisfactorily completed the curriculum and clerkships at an AOA-accredited college of osteopathic medicine, the last two years of which have been at RVU-MCOM;
- Completed all academic requirements in no more than six years from the date of matriculation;
- Complied with all the curricular, legal, and financial requirements of the University;
- Passed all required National Board of Osteopathic Medical Examiners Licensing Examinations;
- Reached at least 21 years of age;
- Demonstrated the ethical, personal, and professional qualities deemed necessary by the faculty for the practice of osteopathic medicine;
- Demonstrated suitability for the practice of medicine as evidenced by conducting professional behavior, displaying responsibility for patient care, and exhibiting integrity in the conduct of clinical and academic activities;
- Demonstrated compliance with the conduct standards;
- Completed loan exit counseling, if applicable;
- Attended the compulsory portions of senior week, including graduation rehearsal and the graduation ceremony, at which time the degree is conferred and he or she takes the osteopathic oath. Exceptions to the graduation attendance policy must be made in writing to the Associate Dean of Student Affairs. If an exception is granted the student must arrange another time to meet with the Dean of the COM in person, to have their degree conferred and to take the osteopathic oath; and
- Completed the AACOM Survey of Graduating Seniors.

To complete the fourth year of training, students must pass all clerkships, pass COMLEX Level 2 CE, and successfully pass all assigned coursework by May 1st of the senior year. (See RVU-MCOM Clinical Education Manual for a list of all coursework.) Failure to do so may result in delayed graduation, or repeating the fourth year.

Students must complete all the requirements for graduation, including the passing of required

examinations within six (6) years of their initial matriculation into the COM, or they may be dismissed from the COM.

Degrees are not awarded solely upon the completion of any prescribed number of courses, or upon passing a prescribed number of examinations, but, in addition, when the faculty believes the student has attained sufficient maturity of thought and proficiency. Matriculation and enrollment does not guarantee the issuance of a degree without satisfactorily meeting the aforementioned curriculum and degree requirements. The process is as follows: 1) The list of graduates is sent to the faculty senate for conferral at their meeting; 2) the faculty senate sends the approved list of graduates to the Dean; 3) the Dean delivers a resolution to the Board of Trustees; 4) the Board of Trustees will vote and officially confer degrees.

RVU-MCOM Graduation includes the administration of the Osteopathic Oath, and as such is a required attendance event. Students seeking release from any Graduation related activities, including graduation week events and the ceremony, must obtain an excused absence from the Associate/Assistant Dean of Student Affairs.

All students participating in the College of Osteopathic Medicine commencement ceremony must conform to the regalia requirements for their degree as set forth in this policy. Candidates for Doctor of Osteopathic Medicine must wear the official Rocky Vista University College of Medicine regalia. Additionally, the tam should not be decorated or altered in any way.

Students will be allowed to wear university issued and approved honor cords and stoles. Stoles are issued to students for specific honors they have earned through their time at Rocky Vista University.

The Office of Student Affairs has the authority to prevent a student from participating in the graduation ceremony if the student's attire violates the spirit of this policy. A student found in direct violation of this policy may have their degree withheld.

Any exceptions to this policy (such as use of traditional ceremonial clothing or heritage regalia) must be approved, in writing, by the Associate/Assistant Dean of Student Affairs.

## Medical Student Performance Evaluation

The purpose of the Medical Student Performance Evaluation (MSPE) is not to advocate for the student but to provide an honest and objective summary of the student's personal attributes, experiences, and academic accomplishments based on verifiable

information and summative evaluations. Specifically, the MSPE provides a succinct chronology of a student's entry and process through medical school, which includes the preclinical coursework and clinical clerkship records, involvement in extracurricular activities, and compliance with academic and professional policies.

The MSPE is loaded to ERAS by the Office of the Registrar and released by the system by the first day of October; this is a universal date set by ERAS/AAMC. Along with the MSPE, letters of verification, transcripts, and board score reports are released to programs as part of the interview application process. The Department of Clinical Education can provide letters of recommendation.

In addition, any incompletes or failures that have not been remediated by July 31 will be reflected accordingly in the MSPE.

## Shadowing

In response to local, regional, and national environment related to students in the clinical workspace outside of formal curriculum, RVU has implemented a "No Shadowing" rule for all preclinical students. Students are not allowed contact a hospital or any physician anywhere in the United States to seek shadowing opportunities. Failure to adhere to this rule will be considered a breach of professional conduct and will be dealt with accordingly.

## Curriculum

### Pre-Clinical (OMS I & OMS II)

#### Pre-Clinical Curriculum

##### OMS I - Semester One - Fall

| Item #   | Title  | Credits |
|----------|--|---------|
| MOM 1001 | Foundations I                                    | 3       |
| MOM 1011 | Osteopathic Clinical Skills I                    | 7       |
| MOM 1021 | Molecular and Cellular Mechanisms                | 3       |
| MOM 1031 | Musculoskeletal System I                         | 6       |
| MOM 1041 | Cardiovascular/Respiratory System I              | 5       |
| MOM 1051 | Microbiology, Immunology, and Infectious Disease | 5       |

##### OMS I - Semester Two - Spring

| Item #   | Title                           | Credits |
|----------|---------------------------------|---------|
| MOM 1012 | Osteopathic Clinical Skills II  | 7       |
| MOM 1065 | Gastrointestinal/Renal System I | 6       |
| MOM 1081 | Endocrine/Reproductive System I | 5       |
| MOM 1091 | Neuroscience System I           | 8       |
| MOM 1101 | Transition to Clinical Medicine | 4       |

##### OMS II - Semester One - Fall

| Item #   | Title                                | Credits |
|----------|--------------------------------------|---------|
| MOM 2002 | Foundations II                       | 2       |
| MOM 2013 | Osteopathic Clinical Skills III      | 7       |
| MOM 2015 | Behavioral Health                    | 2       |
| MOM 2042 | Cardiovascular/Respiratory System II | 6       |
| MOM 2062 | Gastrointestinal System II           | 4       |
| MOM 2072 | Renal System II                      | 5       |
| MOM 2081 | Pre-Clinical Capstone I              | 1       |

##### OMS II - Semester Two - Spring

| Item #        | Title                            | Credits |
|---------------|----------------------------------|---------|
| MOM 2014      | Osteopathic Clinical Skills IV   | 7       |
| MOM 2032      | Musculoskeletal System II        | 3       |
| MOM 2066      | Hematologic/Lymphatic System II  | 3       |
| MOM 2085      | Endocrine/Reproductive System II | 6       |
| MOM 2091      | Pre-Clinical Capstone II         | 1       |
| MOM 2092      | Neuroscience System II           | 4       |
| Total Credits |                                  | 110     |

## Curriculum Info

The design of the curriculum is based on a proven systems-based integrated academic model. It emphasizes interdisciplinary collaboration, guiding students to develop a holistic, and more importantly, an osteopathic approach to medicine. During the pre-clinical years, each system is studied twice, first with an emphasis on normal form and function in Year 1, followed by an emphasis on pathophysiology and a clinical approach to each system in Year 2. Basic biomedical science disciplines are integrated with clinical sciences in a fashion that reflects clinical relevancy, rather than broken down into individual segregated disciplines. The overall curriculum is scheduled in system-based blocks with intervening periods dedicated to Clinical, Academic, Reflection, Enrichment, Scholarly Activity, and Integration (CARES-I). During CARES-I students have opportunities to integrate knowledge and to shift their focus to wellness, electives, tracks, and research. Weekly schedules follow a format of faculty guided Student Directed Learning during most mornings and

group Active Learning Sessions most afternoons. Assessments are formative and summative with an emphasis on learning of material and skill competency. MCOM continually correlates basic scientific information and methodology with fundamental clinical application.

Students are exposed to clinical settings and simulation beginning in their first semester and continuing throughout the first two years of coursework, giving them the opportunity to prepare for the “real world” of medicine. We believe that by adding early clinical exposure, simulation, and active learning in team or small group settings, we strengthen students’ ability to think critically, solve clinical problems and develop the skills required for continual learning throughout their careers. Professionalism and ethics are key components for a physician and are emphasized throughout the entire curricular experience at MCOM.

Third and fourth-year students are placed at one of our regional centers throughout the state and region to ensure continuity and coordination of clinical education within RVU’s vast and growing clinical training network. The competency-based curriculum is designed to fulfill our mission of training students who are competent and ready to enter graduate medical education and training, with an emphasis on preparing students to become primary care physicians.

MCOM has a dedicated faculty; established affiliations with medical centers, hospitals, and health care systems; a structured and supported rural medicine program; and a mission to educate the finest osteopathic physicians possible.

## Clinical Years (OMS III & OMS IV)

### Clinical Clerkships

To be eligible to participate in clinical clerkships, students must have completed all required preclinical courses, have current health insurance, all required immunizations and antibody titers documented, be currently negative on TB testing or have followed current COM guidelines if a positive test is present, and completed any clinical site or COM-mandated related training and testing, including RVU-approved background screening and drug testing (MRO verified).

Documentation of this information must be on file with the Office of Clinical Education and the Office of the Registrar at least 60 days prior to the start of clinical clerkships.

All procedures, protocols, and other requirements for clinical clerkships are found in the MCOM Clinical Education Manual for OMS III and OMS IV students. Students will receive this document toward the end of the second year, prior to starting clinical clerkships. It is student’s responsibility to follow all the policies and procedures in the manual.

### Notice of Health Records and Criminal Background Checks

Students who have a background check that indicates prior criminal behavior may have difficulty obtaining clinical clerkship sites. Complete disclosure of all criminal activities (including alcohol related, traffic violations, and all misdemeanors, etc.) is required, whether these activities occur prior to or during medical school training. This information must be disclosed to the Associate/Assistant Dean of Student Affairs even if expunged or dismissed. Failure to do so may lead to immediate dismissal from the medical school.

The school cannot be held responsible for the lack of availability of clinical clerkship sites, based upon the decision of another entity to exclude students due to a criminal background check. Hospitals reserve the right to exclude any medical student from clinical clerkships based upon perceived health risks. The University cannot guarantee clinical student clerkships if a student has a current infectious disease that could potentially pose a health risk to patients.

### Advanced Cardiovascular Life Support (ACLS) & Basic Life Support (BLS)

Prior to and throughout clinical clerkships (OMS III and OMS IV), students are required to maintain current certifications in both Advanced Cardiovascular Life Support (ACLS) and Basic Life Support (BLS). On-campus training may be offered. For more information, contact the Office of Clinical Education.

### Distribution of Clerkship Assignments

Clinical clerkship sites are located primarily in Montana, with a several clinical training sites in Wyoming, Idaho, South Dakota, North Dakota, Washing, Arizona, and others as needed. Clerkship slots are determined by lottery during the second year. The clerkship site assignment list is issued to students prior to beginning clerkships each year. All regional assignments are considered final. A student may request to change his or her assigned clerkship 90 days prior to the start of the clerkship; however, there is no guarantee that the change will be possible. Any questions or concerns should be directed to the Office of Clinical Education.

# Core Clinical Clerkships

Core Clinical Clerkships in core discipline areas take place as 35+ patient contact hours per week. Clerkships take place typically within the students' clerkship site region at hospitals, private offices, and clinics where RVU-MCOM has formal affiliation agreements. Students are assigned to supervising preceptors for each clerkship. Supervising preceptors are credentialed adjunct faculty of Rocky Vista University. The Department of Clinical Education receives credentialing information from prospective physicians, reviews this information and, if appropriate, will grant the physician's request to be a preceptor for the university at an academic ranking established in accordance with established RVU policy. Credentialing policy can be found in Appendix C. Credentialed faculty of a residency program that provides students with OMS III Core Clerkships will also be credentialed as Adjunct Faculty of RVU.

The Department of Clinical Education communicates with each clerkship supervising preceptor about the students who will rotate with the preceptor and the dates that each student will be at the preceptor's site. This communication includes student and clerkship specific information for the Preceptor and their staff, including expectations of student-patient care interaction and preceptor assessment of student performance in such encounters. Preceptors are expected to provide students with formative feedback regularly during the clerkship, with a summative evaluation given to the student in writing at the conclusion of the clerkship.

While on core clerkships, students participate in discipline specific didactics facilitated by the Clerkship's RVU faculty Director, via virtual platforms. Such didactics occur weekly and are designed to focus student learning on boards-relevant topics, augment clinical preceptor guided learning and task students to practice oral presentation skills.

As part of their Family Medicine Core, students complete a 2-week intensive in Ob/Gyn and Pediatrics where they work with subject matter experts, high-fidelity mannequins, and virtual reality to develop critical thinking skills. Additionally, they complete two four-week rotations in an elective of their choice, as well as a week-long Fundamentals of Surgery course that gives students an immersion in surgical skills, operating room etiquette and application of professional behavior expected in various surgical settings.

With more than 600 students on Clerkships at any one-time, clinical Clerkships involve many different sites, people, hospitals, clinics and physicians, thus requiring a complex scheduling process. The number of students assigned to each clerkship is determined by mutual agreement of Hospital Administrators, Preceptors, and

the Department of Clinical Education. Therefore, flexibility on assigned Clerkships is limited. RVU-MCOM reserves the right to change a student's clerkship, subjects and schedule at any time as required due to preceptor and clerkship site availability. Those students so affected will be notified of any changes, and an appropriate replacement clerkship will be offered to the affected student, again typically within the student's clerkship site region. If the student must be assigned to an out-of-region clerkship, the student will be given a stipend for housing required during the clerkship.

Despite apparent Clerkship openings, there will be little opportunity for change once a Clerkship has been scheduled. Clerkships may not be cancelled or changed within 30 days of the start date. The student may not attend a Clerkship that has not been approved by the Department of Clinical Education. Credit may not be earned for such a Clerkship and the student will not be covered by malpractice insurance.

Students in clerkships in clinical settings shall be referred to as "Student Doctor \_\_\_\_". If students have a doctorate in any field, they cannot use that title in any settings related to their education.

## Elective Clinical Clerkships

Elective clinical clerkships allow students to expand their medical education in areas directly related to their career path. When available, students may choose in-network clerkships in specialties to fulfill elective requirements (e.g., Internal Medicine, Surgery, Behavioral Medicine, etc.). Each Regional Coordinator will contact their students regarding their interests and identify in-network opportunities based on Preceptor availability. Fulfilling a medical specialty interest may require students to leave their assigned region in order to augment students' preparation for residency training.

Elective clerkships generally range from one to eight weeks. Elective clerkships are requested by the student and arranged in conjunction with the 4th year clinical coordinators at the approval of the Office of Clinical Education.

Students are required to complete an attestation form the first day of rotation via the MyVista platform. If students are not able to complete this form, they must contact Clinical Education the same day.

## Audition Clerkships

Students are required to complete clinical training that best prepares them for residency. During the first half of the fourth year (OMS IV), students are required to complete a minimum of two audition clerkships at

residency programs, though more are encouraged. The clerkships chosen must have approval of the appropriate Dean of Clinical Education or designee.

## Educational Opportunities

### Undergraduate Fellowship Program

#### Pre-Doctoral Osteopathic Teaching Fellowship

The Pre-Doctoral Osteopathic Teaching Fellowship (OTF) program is designed to develop students' skills in teaching over four prominent domains: osteopathic manipulation and other osteopathic clinical skills, clinical ultrasound, anatomy, and the use of medical simulation in learning. Osteopathic Teaching Fellows may be assigned responsibilities as a discipline lead in one of these four domains, but they will be expected to assist teaching in all MCOM labs (i.e., Osteopathic Clinical Skills (OCS) and anatomy) and across all four domains as appropriate and as resources allow. Fellows will have the opportunity to increase their proficiency in osteopathic manipulative treatment (OMT), anatomical dissection/prosection, ultrasound, simulation events, and other skills necessary for their assigned focus. They will learn to teach, evaluate & develop curriculum, including how to design and deliver learning modules and engaged learning sessions. In addition, Fellows may maintain and further develop their clinical skills through regular participation in clinical activities, site TBD. Fellows will complete at least one scholarly project during the fellowship.

The Osteopathic Teaching Fellowship is a highly competitive program requiring students to undergo an application and interview process. Students who will be an OMS III or OMS IV during the next academic year are encouraged to apply.

Each fellow must remain in good academic standing prior to the start of the fellowship year. OMS-IV Fellows must pass all clinical clerkship rotations. OMS-III Fellows must take COMLEX-USA Level 1 by the start of the Fellowship.

Failure of COMLEX Level 1 or any clinical rotation after the contract has been signed will result in probation until a remediation program has been completed. Failure of the remediation program may result in invalidation of this Fellowship contract and the forfeiture of all benefits of the Fellowship.

Participation in the Pre-Doctoral Osteopathic Teaching Fellowship extends the student's time at RVU by one

year. The OTF Program will occur during Year 3 for OMS-III Fellows and during Year 4 for OMS-IV Fellows. Upon completion of the one year program requirements, the Fellows will resume their Clinical Clerkship Rotations.

A Pre-Doctoral Osteopathic Teaching Fellowship certificate of completion will be awarded at graduation.

## Course Descriptions

If the course description is missing, please contact the Office of the Registrar.

### MOM 1001: Foundations I

This course is intended to build the foundations for a successful medical school experience using teambuilding, interpersonal interaction, reflective practice, critical listening and reading, community engagement, and hands-on skills practice. Week one includes important orientation sessions and activities centered on belonging, growth mindset, problem- and team-based learning, wellness, and resiliency. Week two emulates the format of the preclinical curriculum with student-directed learning and engaged learning sessions (e.g., labs, team-based learning, etc.) focused on foundational elements of evidence-based medicine, ethics, humanism, and health systems science.

#### Program

Doctor of Osteopathic Medicine (MCOM)

#### Credits 3

#### Prerequisites

None

## **MOM 1011: Osteopathic Clinical Skills I**

The Osteopathic Clinical Skills I course is the first of a four-part clinical medicine course designed to help medical students develop the knowledge, skills, and attitudes essential to becoming a competent osteopathic physician. The course centers on three integrated domains: 1. Principles of Clinical Medicine (PCM), 2. Osteopathic Manipulative Medicine (OMM), and 3. Clinical Ultrasound (US). In each of these three domains, students will build upon previously-learned scientific knowledge, clinical concepts, and haptic skills. Students will demonstrate knowledge and skill competency through written exams and observational assessments, including standardized patient (SP) encounters. Clinical reasoning and attitudes will be assessed by the SPs and faculty during clinical simulation and small group activities with peers.

Throughout this course, principles of medical ethics, evidence-based medicine, health systems science, lifestyle medicine, professionalism, and interpersonal skills will be taught, reinforced, and assessed.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 7**

### **Prerequisites**

None

## **MOM 1012: Osteopathic Clinical Skills II**

The Osteopathic Clinical Skills II course is the second of a four-part clinical medicine course designed to help medical students develop the knowledge, skills, and attitudes essential to becoming a competent osteopathic physician. The course centers on three integrated domains: 1. Principles of Clinical Medicine (PCM), 2. Osteopathic Manipulative Medicine (OMM), and 3. Clinical Ultrasound (US). In each of these three domains, students will build upon previously-learned scientific knowledge, clinical concepts, and haptic skills. Students will demonstrate knowledge and skill competency through written exams and observational assessments, including standardized patient (SP) encounters. Clinical reasoning and attitudes will be assessed by the SPs and faculty during clinical simulation and small group activities with peers.

Throughout this course, principles of medical ethics, evidence-based medicine, health systems science, lifestyle medicine, professionalism, and interpersonal skills will be taught, reinforced, and assessed.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 7**

### **Prerequisites**

None

## **MOM 1021: Molecular and Cellular Mechanisms**

Molecular and Cellular Mechanisms course is an intensive, multidisciplinary course that incorporates the fundamental aspects of cell and molecular biology, biochemistry, genetics, research methods, and histology. This course promotes student learning of the biochemical, molecular and cellular mechanisms underlying normal development, physiology, and metabolism, thus providing a foundation for understanding functional defects and disease processes.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 3**

### **Prerequisites**

None

## **MOM 1031: Musculoskeletal System I**

The Musculoskeletal System I course is an intensive, multidisciplinary course focused on the normal structure and function of the musculoskeletal system, as well as the biomedical science that underlies disorders associated with skeletal muscle, bone, cartilage, vasculature, and peripheral nerves. Elements will include embryology, histology, physiology, biochemistry, pharmacology, neuroanatomy, and gross anatomy of the musculoskeletal system.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 6**

### **Prerequisites**

None

## **MOM 1041: Cardiovascular/Respiratory System I**

The Cardiovascular/Respiratory System I course is an intensive, multidisciplinary course focused on the normal structure and function of the cardiovascular/respiratory system, as well as the biomedical science that underlies disorders associated with this system. Elements will include embryology, histology, physiology, biochemistry, pharmacology, neuroanatomy, and gross anatomy of the cardiovascular/respiratory system.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 5**

### **Prerequisites**

None

## **MOM 1051: Microbiology, Immunology, and Infectious Disease**

The Hematology/Immunology components of the course emphasize the fundamental knowledge necessary to understand the normal function of hematopoiesis, hemostasis and the immune system. It is designed to provide the student with an overview of these systems, including the aberrant processes that lead to hematopathology and immunopathogenesis. The Microbiology and Infectious Disease components provide a foundational introduction to pathogens, pathogenic mechanisms, and infectious diseases. The course integrates immunology content and how it relates to the body's reactions to pathogens.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 5

**Prerequisites**

None

## **MOM 1065: Gastrointestinal/Renal System I**

The Gastrointestinal/Renal System I course is an intensive, multidisciplinary course focused on the normal structure and function of the gastrointestinal, hepatobiliary, and renal systems, as well as the biomedical science that underlies disorders associated with these systems. Elements will include embryology, histology, physiology, biochemistry, neuroanatomy, and gross anatomy.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 6

## **MOM 1081: Endocrine/Reproductive System I**

The Endocrine/Reproductive System I course is an intensive, multidisciplinary course focused on the normal structure and function of the endocrine/reproductive system, as well as the biomedical science that underlies disorders associated with this system. Elements will include embryology, histology, physiology, biochemistry, neuroanatomy, and gross anatomy of the endocrine and reproductive systems.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 5

**Prerequisites**

None

## **MOM 1091: Neuroscience System I**

The Neuroscience System course is an intensive, multidisciplinary course focused on the normal structure and function of the neurologic system, head and neck anatomy, as well as the biomedical science that underlies disorders associated with this system.

[Elements will include embryology, histology, physiology, biochemistry, pharmacology, neuroradiology, behavioral neuroscience, neuroanatomy, and gross anatomy of the neurologic system.](#)

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 8

**Prerequisites**

None

## **MOM 1101: Transition to Clinical Medicine**

Transition to Clinical Medicine is a multidisciplinary introduction to pathologic processes. Elements will include pathophysiology, immunology, tissue injury, and neoplasms. Molecular/cellular biologic mechanisms, including genetic aspects, and mechanisms of health and disease will be illustrated.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 4

**Prerequisites**

None

## **MOM 2002: Foundations II**

This course is intended to expand on the foundations for a successful medical school experience using teambuilding, interpersonal interaction, reflective practice, critical listening and reading, community engagement, and hands-on skills practice. This course will integrate evidence-based medicine, ethics, humanism, and health systems science, as well as introduce the general principles of pharmacology (i.e., pharmacodynamics, pharmacokinetics, drug biotransformation, and clinical trials). This course will set the foundation for the second year MCOM curriculum.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 2

**Prerequisites**

None

## **MOM 2013: Osteopathic Clinical Skills III**

The Osteopathic Clinical Skills III course is the third of a four-part clinical medicine course designed to help medical students develop the knowledge, skills, and attitudes essential to becoming a competent osteopathic physician. The course centers on three integrated domains: 1. Principles of Clinical Medicine (PCM), 2. Osteopathic Manipulative Medicine (OMM), and 3. Clinical Ultrasound (US). In each of these three domains, students will build upon previously learned scientific knowledge, clinical concepts, and haptic skills. Students will demonstrate knowledge and skill competency through written exams and observational assessments, including standardized patient (SP) encounters. Clinical reasoning and attitudes will be assessed by the SPs and faculty during clinical simulation and small group activities with peers.

Throughout this course, principles of medical ethics, evidence-based medicine, health systems science, lifestyle medicine, professionalism, and interpersonal skills will be taught, reinforced, and assessed.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 7**

**Prerequisites**

None

## **MOM 2014: Osteopathic Clinical Skills IV**

The Osteopathic Clinical Skills IV course is the last of a four-part clinical medicine course designed to help medical students develop the knowledge, skills, and attitudes essential to becoming a competent osteopathic physician. The course centers on three integrated domains: 1. Principles of Clinical Medicine (PCM), 2. Osteopathic Manipulative Medicine (OMM), and 3. Clinical Ultrasound (US). In each of these three domains, students will build upon previously-learned scientific knowledge, clinical concepts, and haptic skills. Students will demonstrate knowledge and skill competency through written exams and observational assessments, including standardized patient (SP) encounters. Clinical reasoning and attitudes will be assessed by the SPs and faculty during clinical simulation and small group activities with peers.

Throughout this course, principles of medical ethics, evidence-based medicine, health systems science, lifestyle medicine, professionalism, and interpersonal skills will be taught, reinforced, and assessed.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 7**

**Prerequisites**

None

## **MOM 2015 : Behavioral Health**

The Behavioral Health course provides students with a thorough presentation of the medical specialty of psychiatry. The course introduces foundational concepts including the diagnostic manual, the psychiatric interview, laboratory and imaging studies in psychiatry, and developmental psychology. Psychiatric diagnoses including epidemiology, criteria, relevant neuroanatomy, and approved treatment options including psychopharmacology will be highlighted. Additional topics including psychotherapies, interventional psychiatry, complimentary and integrative modalities, safety assessments, psychiatric hospitalization, and population specific treatment will be considered.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 2**

**Prerequisites**

None

## **MOM 2032 : Musculoskeletal System II**

The Musculoskeletal System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the musculoskeletal and integumentary systems. After completion of the course, each student will be able to recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 3**

**Prerequisites**

None

## **MOM 2042: Cardiovascular/Respiratory System II**

The Cardiovascular/Respiratory System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the cardiovascular/respiratory system. After the course, each student will recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 6**

**Prerequisites**

None

## **MOM 2056: Reproductive System II**

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 3

### **Prerequisites**

None

## **MOM 2062: Gastrointestinal System II**

The Gastrointestinal System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the gastrointestinal, hepatobiliary, and pancreatic systems. After completion of the course, each student will be able to recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 4

### **Prerequisites**

None

## **MOM 2066: Hematologic/Lymphatic System II**

The Hematologic/Lymphatic System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of hematopathology and immunopathogenesis. All blood cell lines will be discussed in the context of pathophysiology and pathology of both non-neoplastic and neoplastic diseases. After completion of the course, each student will be able to recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 3

### **Prerequisites**

None

## **MOM 2072: Renal System II**

The Renal System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the renal system. After completion of the course, each student will be able to recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 5

### **Prerequisites**

None

## **MOM 2081: Pre-Clinical Capstone I**

The Preclinical Capstone I course is a required semester long course that immerses MCOM students in board exam preparation, practice examinations, and reflection in the fall semester of Year 2. The course provides an opportunity for students to synthesize and integrate preclinical content and concepts and can help guide student preparation for the COMLEX Level 1 and USMLE Step 1.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 1

### **Prerequisites**

None

## **MOM 2085: Endocrine/Reproductive System II**

The Endocrine/Reproductive System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the endocrine and reproductive systems. After the course, each student will recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 6

### **Prerequisites**

None

## **MOM 2085: Endocrine/ Reproductive System II**

The Endocrine/Reproductive System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the endocrine and reproductive systems. After the course, each student will recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 6

## **MOM 2092 : Neuroscience System II**

The Neuroscience System II course is an intensive, multidisciplinary course focused on pathophysiology, pharmacology, diagnosis, and treatment of major disorders of the neurologic system. Relevant and necessary neuroanatomy, neurophysiology, neurohistology, neuroembryology, and neuroradiology are discussed. After completion of the course, each student will be able to recognize presenting signs and symptoms, formulate differential diagnoses, and produce appropriate treatment plans.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 4

### **Prerequisites**

None

## **Electives**

### **GLB 5150: Medical Outreach Elective**

#### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 2

## **HUM 5501: REAL Medicine Fundamentals I**

Research, Education, Academic, Leadership (REAL) Medicine Fundamentals I: Critical Appraisal of Literature course is designed to teach students valuable literature appraisal techniques to keep up with research developments in your field. These skills include being able to quickly discern an article's probable impact and value.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

### **Prerequisites**

\*REQUIRED Core Content for Award of REAL Medicine Concentration

## **HUM 5502: REAL Medicine II**

Research, Education, Academic, Leadership (REAL) Medicine II introduces students to topics in research, medical education, and leadership development. Expanding on content from REAL Medicine Fundamentals I, this course will continue to help students develop as researchers and leaders. This course is part of the required Core Content for the Award of REAL Medicine Concentration.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 1

### **Prerequisites**

\*REQUIRED Core Content for Award of REAL Medicine Concentration

## **IMT 5101: Integrative Medicine**

Integrative Medicine I introduces students to integrative medicine which is an approach to healthcare that focuses on all aspects of your health and well-being including the physical, emotional, spiritual, and mental. This course ties the application of integrative medicine closely to the 1st tenet of osteopathic principles: the body is a unit, the person is a unit of body, mind, and spirit.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 1

## **MIL 5111: Military Medicine Fundamentals- Service Cultures and Officer Basics**

Military Medicine Fundamentals – Service Cultures and Officer Basics serves as the first and foundational block in the Military Medicine Track, introducing participants to military culture and traditions, federal law governing the Department of Defense, and the Ethics and Laws of War. This course is part of the required Core Content for the Award of Military Medicine Concentration.

The Military Medicine track is a special option that offers additional education opportunities not provided in the core curriculum. The program provides an overview and introduction to 1st and 2nd year students regarding clinical scenarios commonly faced by military medical officers, preparation for military medicine residencies, and education on military lifestyle integration. Students may also have the opportunity to liaison with leaders, educators, and military officers at U.S. posts, bases, medical centers, hospitals, and other sites in order to achieve the goals and objectives of the Track. This Program spans 3.5 years of the military student members' educational experience at RVU, beginning in the second semester of the 1st year. This includes the three semesters of structured academics during the first two years, and ongoing mentoring, residency match preparation and research opportunities during the clinical years. The Military Medicine track includes immersion-based experiential reality training, Tactical Combat Casualty Care (TCCC), information sessions, and experiences related to Medical Corps Officer military obligations. Focused discussions include topics such as leadership, discipline, military environments, field exercises, disaster response, and triage/evacuation in combat environments on MIL 5111 Page 2 of 6 land, sea and air. Expert guests, military officers, and appropriate civilian physicians, and teachers will be hosted virtually and on campuses. This Track collaborates with other MCOM Special Tracks where synergies are evident and possible.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 1**

### **Prerequisites**

\*REQUIRED Core Content for Award of Military Medicine Concentration

## **MIL 5112: Military Medicine II- Mass Casualty Events, Medical Planning, and Combat Care**

Military Medicine II – Mass Casualty Events, Medical Planning, & Combat Care serves as the second block in the Military Medicine Track, expanding upon key military medicine concepts including triage, mass casualty events, medical planning and ongoing Tactical Combat Casualty Care (TCCC). This course is part of the required Core Content for the Award of Military Medicine Concentration.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 1**

## **MOM 5001 : Models of Transformation in Healthcare**

This 0.5-hour credit elective course, Models of Transformation in Healthcare 1, is designed to introduce Osteopathic Medical students to crucial aspects of physician wellness through mind-body medicine skills. The course encompasses two main components: "Physician Wellness: Mind-Body Skills for Osteopathic Medical Students" and "Ways to Break the Habit of Being Yourself: Guided Imagery for the 1st Year Medical Student."

### **Component 1: Physician Wellness-Mind-Body Skills for Osteopathic Medical Students**

This component focuses on the holistic well-being of physicians, particularly Osteopathic Medical students, by introducing mind-body medical skills. Students will explore evidence-based practices that promote physical, mental, and emotional wellness. Mindfulness, stress reduction techniques, and strategies for maintaining a healthy work-life balance will be covered. The course emphasizes the importance of self-care for health professionals and equips students with practical tools to enhance their overall well-being throughout their medical careers.

### **Component 2: Ways to Break the Habit of Being Yourself Guided Imagery for the 1st Year Medical Students**

This component focuses on the power of guided imagery as a mind-body medicine modality. First year medical students will delve into the neurophysical underpinnings of the mental imagery process, constructing an understanding of imagery involving the senses. The course explores the evidence base supporting the use of guided imagery, particularly in conditions such as trauma and pain. Students will learn to apply guided imagery techniques for personal and patient well being

Overall, "Models of Transformation in Healthcare 1 aims to equip Osteopathic Medical students with essential mind-body medicine skills and a nuanced understanding of guided imagery, fostering personal wellness and providing valuable tools for future medical practice. importance of physician wellness.

#### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

#### **Prerequisites**

None

## **MOM 5580 : Independent Study-Caring for the Underserved**

Students' interests are wonderfully diverse and varied. This makes it challenging for MCOM to provide sufficient instruction on all the potential desired topics within the time allotted for instruction. In response to this common challenge, this elective course permits the enrolled students to select a single subtopic within the GRWUT track (Global Medicine, Rural Medicine, Wilderness Medicine, Urban Underserved, or Tribal Medicine) with which they will design a focused study, MOM 5580 Page 2 of 8 customized to their own interests and educational needs (see Appendix B). Once enrolled in the course, the student meets with the course director to define the timeline for course completion (typically 2-4 weeks), course learning objectives (CLOs), PLOs, EPAs, resources, and method of assessment. Students communicate regularly with the course director to provide progress updates at the agreed-upon intervals. The course concludes upon successful achievement of the CLOs, completion of the assessment, and an exit interview with the course director.

#### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

#### **Prerequisites**

None

## **RWM 5101: Rural Medicine I**

This elective course exposes students to the unique challenges and opportunities inherent in rural healthcare delivery. Students will consider work perspectives and experiences from multiple rural physicians. They will also identify and investigate healthcare issues unique to rural areas through a journal review. These identified topics and issues are presented by each student to the class followed by a discussion exploring their potential solutions and barriers.

#### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

#### **Prerequisites**

none

## **RWM 5110: Wilderness Medicine**

Wilderness Medicine is a three-part elective course series is crafted to equip participants with the essential knowledge and skills needed to provide informed medical care in remote and wilderness settings. Wilderness Medicine focuses on medical emergencies.

#### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

# Student Services

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## The Office of Inclusive Excellence

The Rocky Vista University Office of Inclusive Excellence is a resource for students, staff, and faculty regarding diversity, equity, and inclusion opportunities and challenges in healthcare education across the Colorado, Utah, and Montana campuses.

The DEI Committee helps lead the campus in the promotion and practice of Inclusive Excellence DEI throughout every sector and dimension of the University to the benefit of the entire RVU community.

## The Frank Ritchel Ames Memorial Library

The Frank Ritchel Ames Memorial Library fosters information literacy by providing students with access and the skills necessary to use the most current and impactful medical information for the health of their future patients. Students, faculty, residents, and staff—in Colorado, Utah, Montana, or elsewhere—share access to the same digital collection, which contains books, journals, and databases necessary to learn and practice healthcare. All physical library locations provide access to print copies of required and recommended textbooks, as available. Library users can enjoy a warm and collegial space staffed by highly-trained information professionals who play a significant role in the development of future healthcare providers learning to practice medicine with compassion, integrity, and excellence.

## IT Support Services

The Office of Information Technology is available to assist students both on- and off-campus with technical issues they may encounter throughout enrollment. The support center, known as IT Support Services, is available Monday through Friday from 6:00 am until 6:00 pm MST.

Students can email [support@rvu.edu](mailto:support@rvu.edu) for assistance.

For general information regarding technology services, students can visit [support.rvu.edu](http://support.rvu.edu).

## MyVista Student Portal

Students are provided access to the MyVista Student Portal upon acceptance. MyVista provides students

with access to unofficial transcripts, the academic calendar, view financial information, receive important news and alerts, and access the Learning Management System, which houses online content for courses, including lecture notes for courses, syllabi, video lecture links, and additional course material, as determined by course faculty. Grades for exams, quizzes, and other course assignments are also available on the MyVista Student Portal, as well as final course grades.

## MCOM Simulation in Medicine and Surgery (SIMS) Center

The mission of MCOM SIMS Center is to provide quality healthcare training opportunities through innovative interactive simulation activities to help improve patient safety and clinical outcomes. Simulation events and workshops occur regularly and utilize high-fidelity electronic manikins, human-worn task trainers, virtual reality simulated patients, live actor standardized patients, medical and surgical simulation labs.

The goals of the MCOM SIMS Center are to:

- Facilitate educational opportunities through innovative educational tools.
- Utilize simulation training equipment and modalities to improve students' patient care skills and clinical decision-making abilities.
- Provide simulated patient scenarios to include collaborative, team-based healthcare delivery to enhance students' patient care skills and critical thinking skills.
- Study the effectiveness of simulation training in medical education.
- Facilitate Interprofessional Education through simulated events with various healthcare professionals.

## Office of Testing

The Office of Testing (OOT) is in charge of preparing, administering, and processing scores for all written exams, quizzes, and rubrics-scored essay assignments, and providing score reports to faculty. The OOT is available to answer student questions about testing, provide technical assistance with testing software, arrange make-up exams and reviews for excused absences, and work with faculty, staff, and administration to ensure the quality and security of evaluation material.

The OOT designs the proctoring and administration of exams to meet the highest standards of academic

integrity. With student cooperation, the Office of Testing seeks to provide the most secure, consistent, and low-distraction exam environment possible, modeled after the environment of NBME Board exams.

RVU uses ExamSoft™, a secure item banking and electronic testing software platform, to create and administer all written exams and quizzes. Students are required to own and maintain a laptop that meets the minimum requirements of Exemplify™, the exam taker application of ExamSoft. Those requirements are here: [Exemplify MSRs](#)

Requirements are subject to frequent change, so the OOT recommends that students check them before purchasing or updating a laptop for use at RVU. If a student has a last-minute issue with their personal laptop, the OOT has loaner laptops available to borrow. The OOT asks that students limit use of this option to emergencies and to no more than five times per student, per semester.

Please contact [officeoftesting@rvu.edu](mailto:officeoftesting@rvu.edu) for the Colorado and Utah campuses, or [MTOOT@rvu.edu](mailto:MTOOT@rvu.edu) for the Montana campus, with any questions, testing concerns, or to notify OOT of unexpected absences from testing events.

Detailed exam day instructions, best practices, and testing protocol for each program can be found on the [Office of Testing tab](#) under Students on MyVista.

## Print Center

The Print Center streamlines the University's print needs. It reduces outsourcing and incorporates additional services, including business card production, poster printing, lamination, binding, and more. RVU departments and students are able to send their print jobs directly to the Print Center through an online system and can pick them up at their convenience.

The Print Center is located at the Colorado campus on the second floor inside the library and is open Monday through Friday from 8:00 am to 5:00 pm MST. RVU Utah and RVU Montana print jobs are ordered online, processed in Colorado, and then shipped to the appropriate campus for pick up. The Print Center may be contacted through email at [printcenter@rvu.edu](mailto:printcenter@rvu.edu) or by phone at (720) 874-2459.

## Writing Center

The Rocky Vista University Writing Center assists writers in the development of effective written communication, assignments, and professional documents, offering guidance from start to finish—from brainstorming and outlining to revising and editing.

Through audience- and genre-centered instruction, specific feedback, and access to resources, the RVU Writing supports faculty and students alike.

One-on-one and small-group sessions are tailored to support students and build more accomplished writers in any type of written work, including:

- Reflective writing;
- Proposals, reports, and reviews;
- Abstracts and manuscripts;
- Personal statements; and,
- CVs, resumes, and other professional writing documents.

Sessions are designed to help students:

- Understand assignment expectations;
- Generate, organize, and develop ideas;
- Analyze, synthesize, and argue;
- Summarize, paraphrase, and document sources; and,
- Recognize and revise issues with grammar and syntax.

## Campus Safety & Security

### Campus Safety and Security

The Department of Campus Safety has several ways to ensure that the campus community remains a safe and secure learning environment, including CCTV surveillance cameras, an access-controlled facility, advanced fire control system, and the RAVE Emergency Notification System. The Campus Safety team is committed to providing safety and security services in a professional and consistent manner. RVU strives to provide these services with integrity, professionalism, and timeliness. Campus Safety personnel are present on campus from 6 a.m. to midnight, Monday – Friday and from 8 a.m. to midnight on Saturday & Sunday. They provide proactive patrols, safety escorts, investigations, crime prevention, and many other services. Students, staff, or faculty who witness a crime, accident, emergency, suspicious person, or any other emergency should promptly call the Department of Campus Safety at (406) 901-2722 or contact emergency services by dialing 911. The Department of Campus Safety should be informed of all 911 calls so assistance can be provided to local law enforcement and/or other emergency personnel.

Students, staff, and faculty will receive emergency notifications, including campus closures and weather

delays via SMS text messages and email notifications. In the event a Timely Warning Notice is issued, the campus community will be notified as soon as possible through our Emergency Notification Systems in the form of SMS text messages, emails, and/or bull horn/public address system. Students, staff, and faculty will receive a text message notification of RVU campus closures or emergencies.

## CLERY Act

Rocky Vista University shares many of the same interests and concerns as other colleges and communities, including a concern about crime. The University has been fortunate not to have experienced a significant number of crimes, but one should not be misled into thinking the campus is crime-free. There is always the possibility of a criminal act occurring against a member of the RVU community despite the best efforts of the Safety and Security Department and the administrative staff. A truly safe campus can only be achieved through the shared responsibility of all members of the RVU community.

The University is committed to maintaining a safe environment to support a healthy, learning-centered campus. This commitment includes making necessary physical improvements that promote safety and well-being; the revision and updating of policies, procedures, and rules; and an obligation to hold accountable those who choose to commit crimes or violate rules and regulations.

Every student, faculty, staff member, and visitor has an individual responsibility to be aware of their personal safety, to properly utilize college resources, to make positive choices, and to use common sense. Crimes, violations, hate crimes, suspicious persons or activity, and safety issues should be reported upon discovery through the appropriate channels as described in this Handbook. Please take the time to familiarize yourself with the emergency procedures and the important information on the website. Updates, timely warnings, and important information regarding safety on campus will be communicated by emails, fliers, TV monitors, and other presentations.

For more information, view the [RVU Annual Security Report](#).

To obtain a copy of the Daily Crime Log, please visit the Security Office on any of the campuses.

## Firearms, Weapons, and Other Prohibited Items Policy

The purpose of this policy is to establish restrictions regarding the possession, carry, transportation and storage of firearms and weapons and other dangerous items on Rocky Vista University properties or areas of responsibilities. This policy applies to all RVU students, faculty, staff, guests, visitors and contractors.

Possession of firearms, ammunition, explosives, fireworks, and/or other dangerous weapons, which may cause fear, alarm, or threat to another person within or upon the grounds, buildings, or other facilities of RVU or at any RVU-sponsored or supervised functions or events is prohibited.

However, if the individual is legally permitted to transport, possess, purchase, receive, transfer, or store the firearm in the state of the RVU location where they are working, studying, or visiting, it is allowable for the firearm(s) to be stored in the individual's private vehicle in the University parking lot. The firearm must be locked securely in the motor vehicle or in a locked container attached to the motor vehicle while the motor vehicle is not occupied; and the firearm is not in plain view from the outside of the motor vehicle. Any employee or student who intends to have a permitted firearm in their vehicle while in the University parking lot must complete a disclosure form, available at the Department of Campus Safety and Security. If the weapon is a loaded handgun, employee or student must provide proof on the form that the employee or student has a concealed carry permit valid in the state of the RVU location where they are working or attending school. In no event may a person store or possess a loaded rifle, shotgun, or muzzle-loading rifle in a vehicle in the University parking lot.

### **Purpose and Scope:**

The purpose of this policy is to establish restrictions regarding the possession, carry, transportation and storage of firearms and weapons and other dangerous items on Rocky Vista University properties or areas of responsibilities. This policy applies to all RVU students, faculty, staff, guests, visitors and contractors.

### **Policy Statement:**

Possession of firearms, ammunition, explosives, fireworks, and/or other dangerous weapons, which may cause fear, alarm, or threat to another person within or upon the grounds, buildings, or other facilities of RVU or at any RVU-sponsored or supervised functions or events is prohibited.

However, if the individual is legally permitted to transport, possess, purchase, receive, transfer, or store

the firearm in the state of the RVU location where they are working, studying, or visiting, it is allowable for the firearm(s) to be stored in the individual's private vehicle in the University parking lot. The firearm must be locked securely in the motor vehicle or in a locked container attached to the motor vehicle while the motor vehicle is not occupied; and the firearm is not in plain view from the outside of the motor vehicle. Any employee or student who intends to have a permitted firearm in their vehicle while in the University parking lot must complete a disclosure form, available at the Department of Campus Safety and Security. If the weapon is a loaded handgun, employee or student must provide proof on the form that the employee or student has a concealed carry permit valid in the state of the RVU location where they are working or attending school. In no event may a person store or possess a loaded rifle, shotgun, or muzzle-loading rifle in a vehicle in the University parking lot.

Any person(s) in violation of this policy shall be subject to University disciplinary action and/or criminal charges.

*Exception to this policy would be granted to city, state, or federal law enforcement officers on RVU property for official business.*

#### **Other Prohibited Weapons or Dangerous Items:**

RVU disallows the following items within its facilities due to existing RVU policies, fire safety laws, as well as federal, state, and local laws. Possession of any of the following items may result in seizure and/or destruction of the items by an RVU representative and may result in disciplinary action:

- Rifles, weapons, ammunition and related paraphernalia, BB guns and air guns.
- Narcotics, recreational or illicit drugs and drug-related items.
- Explosive materials.
- Realistic replicas of firearms or other weapons.
- Gasoline, kerosene and other fuels.
- Firecrackers and fireworks.
- Combustible decorations.
- Candles, lanterns, incense, etc. (No open flames).
- Toxic and hazardous chemicals, except cleaning chemicals and approved lab chemicals.
- Unauthorized cooking equipment (i.e., grills, toaster ovens, hot pots, hot plates, fry pans, etc.).
- Immersion heaters.
- Any other items that may affect the safety or security of the University.

#### **Additional Information:**

Employees or students who are aware of violations of this policy are required to report such violations to the Department of Campus Safety and Security.

#### **Clinical Rotations:**

Students on Clinical Rotations must learn and adhere

to the policy of the facility in which they are rotating, as RVU policy does not supersede any outside facility's policies in this regard.

## **Lost and Found Policy**

This policy is intended to ensure that items reported lost or found are properly accounted for and, in the case of items found, returned to their rightful owners, donated, recycled, or disposed of.

The Department of Campus Safety and Security (CSS) will receive and collect lost and found items and store them in the property room until claimed by the owner or for a period of 90 days. After 90 days, any unclaimed property will be donated, recycled, or destroyed.

All found Property must be logged into the Automated Records Management System (ARMS) and assigned a property tag. When an item is claimed, a release of property waiver must be completed and signed before any item is returned to the owner. The waiver is to be filed in an appropriate folder and the ARMS entry must be updated. Items turned in will be held for a period of 90 days from date of intake. At the determination of the CSS Manager or designee, all remaining unclaimed items will be purged from the inventory by one of the following methods: donated, recycled, destroyed, or returned to the finder. Cash money turned in to CSS will be logged by the same process and will be secured within the property room. Unclaimed money will be distributed to the Student Government Association (SGA) at the conclusion of the current 90-day period.

Security will not hold the following items: Clothing, notes, notebooks, coffee mugs, thermoses, water bottles, plates, bowls, eating utensils, food, or drinks.

Any items collected as evidence will be given to the CSS Manager or designee, to be stored in a secure location until handed over to law enforcement for further investigation.

## **Personal Safety and Security**

Rocky Vista University, together with the clinical site and the student, share the responsibility for ensuring that adequate policies and procedures are in place regarding the safety and security of the students and faculty in all locations where instruction occurs. This includes sites where clinical rotations occur, as well as off-site training locations for University-sponsored events.

The Physician Assistant Program will provide information on best practices for personal safety and security during the student's initial orientation and again

prior to the beginning of clinical rotations. Students will be encouraged to become familiar with all safety and security policies in effect at all sites and off-campus events. Finally, all preceptors will be expected to communicate their site-specific policies and safety considerations with students and faculty involved at their location.

RVU as an educational institute falls under the jurisdiction of the [Clery Act](#). The annual security report can be found by taking the hyperlink.

## Student ID Badge Policy

University policy requires all students obtain and carry their RVU Student ID Badge while on campus. It is primarily used for identification, entry into the RVU buildings, for verification of RVU status, and for using University services, such as access to the building. The badge may be obtained at the Security Office on each campus.

Completion of the Critical Student Information Survey is required to obtain the RVU Student ID Badge. Use of the badge by anyone other than the person to whom it was issued is strictly prohibited. The cardholder is responsible for any and all losses associated with their card. RVU Student ID Badges are the property of RVU and must be returned on request.

It is the responsibility of the University to ensure the safety and security of all its students and employees. All students are expected to wear their RVU ID Badge at all times when in RVU buildings. Current students may request the replacement of ID badges according to the following information.

Campus Safety and Security will issue one (1) ID badge at no charge to current employees and students; however, subsequent requests to replace additional ID badges will result in a fee of \$10 each. Replacement for ID badges will be referred to the Safety and Security Department and payment will be made through the Finance Department prior to the creation of a new ID badge.

## Marketing and Communications

The RVU Marketing Department provides many services for members of the RVU community:

### RVU Branding Guidelines and Logo Files

At Rocky Vista University, maintaining a strong and unified brand identity across all communication channels is a top priority. Our [brand page](#) serves as a comprehensive resource, empowering every member

of the RVU community to present a consistent and cohesive brand image in all marketing and communication endeavors.

We encourage you to frequent this hub to stay informed about the latest updates to our brand guidelines.

### Marketing Approvals

For all marketing materials, both internal and external, please adhere to the University's brand guidelines. Requests can be submitted to the marketing department at RVU via email at [marketing@rvu.edu](mailto:marketing@rvu.edu). Please provide a detailed description of the proposed material, along with relevant design files and mock-ups. Kindly allow 5 business days for feedback or approval.

All designs should incorporate an approved university logo. The RVU logo should be prominently displayed, unaltered, and unobstructed. Logo size should be appropriate and maintain its integrity across different formats and platforms. Designs should utilize the designated fonts and colors specified in the RVU branding guidelines.

### Press Releases

If students, faculty, or staff would like to have a press release created and distributed about an event or accomplishment (either individually or departmentally), please submit your request to [marketing@rvu.edu](mailto:marketing@rvu.edu).

### Peak to Peak Post

The Peak to Peak Post serves as a cross-campus, RVU-wide internal newsletter, delivering crucial updates, upcoming events, and DEI resources, all while highlighting and honoring the achievements of our faculty, staff, and administrators across all campuses and programs.

The editors of Peak to Peak welcome input and active engagement from the community to shape each unique issue. To contribute or be featured in future newsletters, please fill out our communication [request form](#).

### Event Marketing

When students or clubs are holding events, they can contact Marketing for assistance in planning, materials (such as fliers), and/or social media and regular media marketing. Requests can be made to [marketing@rvu.edu](mailto:marketing@rvu.edu).

### Apparel and Products

Marketing approval is required for any apparel or merchandise that students or employees would like to produce that uses the RVU logo, wordmark, mascot, or any other reference to the University or its programs. Approval requests can be made to [marketing@rvu.edu](mailto:marketing@rvu.edu)

## Website

The Marketing Department is responsible for maintaining and updating the RVU website. If a student or employee has suggestions or revisions for the website, they should contact [marketing@rvu.edu](mailto:marketing@rvu.edu).

## Email Signature Policy

RVU utilizes a standardized email signature for students and employees, in order to maintain consistent branding for the University, to exhibit professionalism, and to identify spam emails. The Marketing Department is responsible for maintaining and enforcing this policy, as well as ensuring the appropriate branding and representation of the University. Examples of the signature and instructions for setting it up are located in [DynamicPolicy](#) under "Email Signature Policy and Instructions".

## Social Media Policy

The purpose of this policy is to establish guidelines for the appropriate and effective use of social media by the members of the Rocky Vista University (RVU) community. This policy ensures that communications on social media platforms are consistent with the university's values, mission, and legal and ethical standards. This policy applies to all RVU community members, which includes all RVU faculty, staff, students, and affiliated individuals, including university-sanctioned groups, clubs, or organizations.

### Policy

1. **Professionalism:** RVU community members should conduct themselves professionally and respectfully in all interactions on social media. Content shared should be accurate, respectful, and in good taste, reflecting RVU's commitment to the core values.
2. **Interactions and Engagement:** While interacting or engaging on social media, the RVU community members are encouraged to foster a positive and constructive environment, promote the university's achievements, and support a community that reflects inclusive excellence at RVU.
3. **Confidentiality:** Users must respect the privacy of others and the confidentiality of the information they handle. Under no circumstances should sensitive, confidential, or proprietary information be disclosed on social media platforms.
4. **Copyright:** Users should ensure that they have the rights to any content, including text, photographs, and videos, that they post on social media. Proper attribution must be given to third-party content in accordance with copyright laws.
5. **Compliance with RVU Policies:** All social media activity must comply with all applicable university policies, including those related to harassment, discrimination, and conduct. Social media use should not interfere with workplace responsibilities or learning environments.
6. **Monitoring:** RVU reserves the right to monitor social media content associated or linked with the university, and may take action to correct or remove content that is deemed non-compliant with this policy or damaging to the university's reputation.
7. **Enforcement:** Violations of the social media policy may result in disciplinary action, up to and including termination of employment or dismissal from the university. In cases where a post may breach legal guidelines, the issue may also be subject to legal action.

### Affiliated User Sites

Affiliated user sites are defined as accounts or pages that are officially associated with and approved by RVU. These accounts or pages may be run by student clubs or interest groups, tracks, departments, or fellows. Any accounts or pages that bear the RVU name or branding must receive approval or action will be taken to close the account or page. To become an affiliated user site, the administrator should contact [marketing@rvu.edu](mailto:marketing@rvu.edu). Any existing account or site that bears the RVU name or branding must receive approval through the above process or action will be taken to close the account/site.

Posts must be service- or education-based or should further the objective of the student club, interest group, track, or department. It is the responsibility of the account or page administrator to ensure that posts accurately reflect RVU's core values. Communications on social media sites must comply with all applicable University policies.

### Official Class Groups on Facebook

Facebook groups offer a place for students to talk, share information, post advertisements or requests, and support one another. Every year, a representative of the Marketing Department will create a Facebook group for each new matriculating class. As this is an official RVU account, it must adhere to RVU's Social Media Policy. Students may not create other groups for the class, though they may create personal groups that are not linked to RVU by name or branding.

### Posting on Personal Sites

Members of the RVU Community are encouraged to share University news and events that are a matter of

public record with their social networks. However, despite the site or account being personal, if there is a violation of RVU's Social Media Policy, students or employees may still face disciplinary action, particularly if RVU is tagged or mentioned in the post.

### **Confidentiality**

Proprietary information about RVU should not be posted on social media. This includes, but is not limited to, personal information about students, alumni, employees, contractors, or partners. Information obtained from internal or confidential meetings—such as financial, legal, or operational information, strategies, and forecasts—should not be posted on social media or affiliated user sites.

Patients and their right to privacy is protected by the Health Insurance Portability and Accountability Act (HIPAA). Never disclose a patient's name or identifiable information on social media, nor use their image without their permission (or that of a guardian, if the patient is a minor).

Protected information must not be disclosed through social media. This includes information about students' personal or educational records, and all other sensitive information outlined in the US federal Family Educational Rights and Privacy Act (FERPA). Violations of FERPA or HIPAA via social media will be referred to the Office of Student Affairs (students) or Human Resources (employees). Additionally, violations may result in an official site or account being deactivated. To view the Social Media Policy in full, it can be found on [DynamicPolicy](#).

### **Professional Communications**

Students and employees are expected to abide by the Code of Conduct and behave professionally in all types of communication—whether in public or private conversation. Online forms of communication include but are not limited to forums, gaming platforms, messaging apps, and social media platforms. The following communication is specifically prohibited:

- Personal attacks on any RVU community member, including fellow students, faculty, or staff.
- Any language which can be described as vulgar, obscene, threatening, abusive, intimidating, or harassing.
- Discriminatory comments, hate speech, or hostility towards others on account of race, religion, sex, ethnicity, nationality, citizenship, disability, sexual orientation, or gender identity.
- Any posts which are derogatory, disrespectful, demeaning, or disparaging.
- Content determined to be inappropriate, including offensive, obscene, racist, homophobic, sexist or sexually explicit language or photos.

Inappropriate communication should be referred to the Office of Student Affairs and may result in disciplinary sanctions, including reprimand, probation, suspension, or even dismissal. Refer to the section in this Handbook "Disciplinary Sanctions" for additional information.

## **Student Affairs**

### **Student Services**

The Department of Student Affairs is dedicated to fostering a supportive and enriching environment for all students. Student Affairs provides a wide range of resources, opportunities and services designed to enhance the overall student experience. From fostering personal growth to facilitating professional development, and from ensuring student success to cultivating leadership abilities, their initiatives cover a wide spectrum of needs. Building an inclusive community is essential for creating an environment where every student feels valued and supported.

### **Career Advising and Planning**

As a future osteopathic physician, you are embarking on a fulfilling and impactful journey. At MCOM, we understand that the journey to becoming a physician is not just about acquiring knowledge; it's also about shaping your future career path in medicine. We are dedicated to fostering your personal and professional growth, ensuring that you are well-prepared to excel in the rapidly evolving world of medicine.

Through personalized one-on-one career counseling sessions, workshops, networking events, and access to a wealth of career information, we will offer you the support you need to pursue a rewarding career in the field of osteopathic medicine. The road to residency is a developmental process that involves four key phases:

- Understanding Yourself
- Exploring Options
- Choosing a Specialty
- Preparing for residency

MCOM career advisors offer a holistic approach towards helping students prepare for fulfilling careers in osteopathic medicine. Career advisors work collaboratively with students to answer questions and concerns regarding the career decision-making process. Career-specific programming and individualized career counseling sessions help students understand their own preferences and interests, learn about the 160+ specialties, and create and build CVs in their pre-clinical years, and, during clinical years, understand competitiveness for specialties, prepare for audition

externships, interviews, and residency. Students will have access to a site with useful career resources, including a roadmap outlining important steps to take each year as they prepare for residency and work toward achieving their professional goals.

Reach out with career questions or schedule an appointment today!

Current students can [schedule an appointment here](#) or with the Department of Student Affairs.

## Disabilities and Academic Accommodations

Rocky Vista University recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students are required to meet the technical standards set forth by the college/program in which they are enrolled, with or without reasonable accommodations. RVU complies with federal and state law prohibiting discrimination against any applicant or enrolled student on the basis of race, color, religion, sexual preference, age, disability, or other protected status. In accordance with its obligations under the Americans with Disabilities Act of 1990 and Section 5.04 of the Rehabilitation Act of 1973, RVU does not discriminate against qualified individuals with disabilities in admission or in access to programs and activities.

Students who may qualify for accommodations include those who have received accommodations previously or who have been diagnosed with a condition impacting one or more major life activities (such as caring for oneself, performing manual tasks, learning, walking, seeing, hearing, breathing, and working). Although students with temporary illness or injury are not considered disabled by law, every reasonable effort to accommodate their needs will be exercised.

If you feel you meet these criteria or would like to discuss your eligibility for accommodations, you are encouraged to complete our registration form.

Requests for accommodations and services are evaluated on an individual, case-by-case basis and are dependent on a student's functional limitations within a given environment. Through an interactive dialog facilitated by Disability Services, all relevant factors, including the impact of the disability on the student's access to a course or a program, supporting clinical or diagnostic documentation, and the relevant learning outcomes of the given program, will be considered. Requests for accommodations that would result in an alteration of the fundamental nature or learning outcome of a course or a program are not reasonable and will not be approved.

Clinical documentation or other diagnostic information submitted to Disability Services is kept confidential and is released to a third party only with the student's written permission or as required by law. General information about a student's disability and accommodation request/s, however, may be shared with other RVU officials or, in limited circumstances, with third parties who have a legitimate educational need to know. The student's disabilities file is maintained by the RVU Disability Officer and is held separately from the student's official academic record.

Students requesting accommodations must follow the process outlined below.

### Accommodations Request Process

#### Step 1: Complete the Initial Accommodation Request Form

It is the student's responsibility to initiate the process with Disability Services as soon as possible after committing to attend RVU, in order to ensure timely approval and implementation of approved accommodations. While requests may be submitted at any point throughout the year, students should consider that the interactive process, including documentation review and eligibility notification, typically requires two (2) weeks. Incomplete documentation may delay the review process.

#### Step 2: Schedule an Appointment with Disability Services

After submitting your Initial Accommodation Request Form, you will receive an email with a link to schedule your Welcome Meeting with Disability Services.

Meetings can be held virtually for students on either campus or in-person for students on the Utah campus.

Our first priority is meeting with you. Please do not delay submitting your request due to documentation concerns. The Disability Officer will discuss acceptable types of documentation during your Welcome Meeting, if you are initially unsure what you may submit.

#### Step 3: Welcome Meeting

The Welcome Meeting is the beginning of an interactive process in which the Disability Officer will talk with you about disability-related barriers you may be experiencing, any history of accommodations you may have, as well as possible accommodations that may be reasonable and appropriate in your situation. You will also have the opportunity to ask questions, provide information and otherwise engage with the Disability Officer to understand how accommodations work within

a medical education setting and what to expect relative to next steps in the process of establishing your eligibility.

#### **Step 4: Documentation Review and Notification of Eligibility Determination**

Upon receipt of the Initial Contact Form-Request for Accommodations and other supporting documentation, the student's eligibility for accommodations will be reviewed and the student will receive a Notification of Eligibility Determination. The eligibility notification will specify the accommodations for which the student has been approved, and copies will be sent to the Office of Testing and appropriate RVU officials. Once approved for accommodations, the Testing Center will send out instructions for the administration and location of exams with accommodations.

Sometimes a student may be asked to provide additional comprehensive documentation/information if previous documentation is outdated or does not include sufficient relevant information to determine the impact of the disability. Last-minute submission of documentation may result in unavoidable delays in consideration of requested services.

Please note that accommodations granted by the University are not applicable retroactively and will not affect past administrative or academic actions, or past performance evaluations and examinations.

#### **Annual Accommodation Renewal Process**

Students must request to renew their accommodations at the start of each academic year. Failure to request a renewal of accommodations may delay timely implementation. In order to verify their intent to continue using accommodations in subsequent academic years, students should complete the Accommodation Renewal Request Form prior to the first day of Fall semester instruction.

#### **National Board Accommodations**

Students seeking accommodations for licensure exams (USMLE, COMLEX, and PANCE) must directly petition the National Board of Medical Examiners (NBME), the National Board of Osteopathic Medical Examiners (NBOME), or the National Commission on the Certification of Physician Assistants (NCCPA).

#### **ADA Accommodation Review Request**

If you have concerns about the support provided by Disability Services or related procedures, or if you believe that you have been denied reasonable accommodations as requested, we recommend initiating a conversation with the Disability Officer to discuss your concerns. If the matter remains unresolved or if you disagree with a determination

reached by the Disability Officer, you may appeal the decision by submitting an Accessibility Grievance Form. This form will be reviewed by the ADA Committee, and you will be contacted within seven (7) days of submission. You will then be given an opportunity to share additional details regarding your specific situation and the reason for your appeal request.

If a student is denied accommodations by the ADA Committee, the student can appeal the decision to the Associate/ Assistant Dean of Student Affairs.

## **Educational Learning Support**

The Department of Student Affairs provides educational support designed to enhance student learning at MCOM. Services are offered through individual consultation tailored to meet the individualized academic needs of the student and integrated with the course curricula. Regularly scheduled small and large group sessions provide evidence-based learning strategies to prepare and enhance academic performance. Services include study skills assessment along with intervention strategies, tutoring, ADA accommodations and preparation for licensure exams.

#### **One-on-One Consultation**

- Confidential individual consultation regarding evidence-based study strategies, time management, and academic performance
- Evaluate effectiveness of current study practices
- Structured intervention to increase learning productivity and efficiency
- Individual preparation for courses, clerkships, and licensure examinations
- Referrals to on campus professionals
- Information about resources to enhance learning
- Learning disabilities referrals

#### **Board Review Prep**

- Developing individualized study plans
- Resources
- Study prep sessions by faculty and outside experts

#### **Assessment/Individualized Educational Guidance and Planning**

- Study skills strategies
- Test-taking strategies
- Time management strategies
- Reading
- Resources
- Additional support services

You can schedule an appointment at the Department of Student Affairs.

## Physical and Mental Health

Students at Rocky Vista University may seek diagnostic, preventative, and therapeutic health services at the provider of their choice.

Information is provided on this website as a resource to assist students in seeking health care services that are available both on campus and off-campus.

### Physical and Mental Health Resources List

#### Urgent Mental Health Support

Call WellConnect at 866-640-4777 to access this service. It is available 24/7/365.

#### Urgent Physical Health Support

Montana – Call 911

[All resources are available here](#)

## Tutoring Services

### Tutoring Services at MCOM

The team of MCOM Tutors are brought together by a shared demonstration of academic excellence in pre-clinical courses, interest in medical education, and supporting the efforts of peers. Tutors serve in a consultative capacity to assist students in their supplemental learning needs. In this regard, effort is made to tailor services in a way that uses learning strategies to meet the needs of pre-clinical students.

### Services Offered

- **One-to-One Virtual Consultation:** Every learner is unique, and Individual Course Tutors (ICT) are available to provide customized assistance. To schedule an appointment with an ICT, access [Navigate](#).
- **Topic Review Presentations:** Tutors will present weekly 'high yield' topic review content at the end of each week, tips, and considerations for success. Watch for announcements regarding dates and times for topic review content in the Teams MCOM Tutor Hub.
- **Virtual Semester Preview Sessions:** To help students anticipate specific challenges and needs of courses, tutors provide informative sessions at the beginning of each term or block with helpful

information, resources, and tips for success. Watch for announcements regarding dates and times.

To contact the tutoring team, you can email [mttutoring@rvu.edu](mailto:mttutoring@rvu.edu)

## Appendix: Student Resources

### Student Services Quick-Reference Guide

| Questions or concerns regarding...                     | Refer to...  |
|--|--|
| Academic Standing/<br>Class Rank/GPA                   | Director of Preclinical Education (DO);<br>Program Director (MSBS and PA); Registrar<br>(all programs) |
| ADA Accommodations                                     | Educational Support/Student Affairs  |
| Background Checks/<br>Drug Screening/Health<br>Records | Registrar  |
| Career Advising  | Advisor/Student Affairs/Clinical Education   |
| Clinical Clerkships                                    | Clinical Rotation Coordinator/Clinical<br>Education  |
| Coursework Grades                                      | Course Director/Faculty  |
| Enrollment Verification/<br>Letter of Good Standing    | Registrar  |
| ExamSoft   | Office of Testing  |
| Financial Aid  | Student Financial Services   |
| Health Insurance<br>(student)                          | Student Financial Services   |
| Leave of Absence                                       | Associate/Assistant Dean of Student Affairs<br>(DO); Program Director (MSBS and PA)                    |
| Library Holdings/<br>Databases/Collections             | Library  |
| Medical School<br>Performance Evaluation<br>(MSPE)     | Registrar  |
| Mental Health<br>Counseling                            | Counselor/Student Affairs  |
| MyVista Student Portal                                 | IT Help Desk   |
| Name Changes (legal)                                   | Registrar  |
| Organizing Events                                      | Student Life/Student Affairs   |
| Parking Pass   | Security   |
| Peer Mentors   | Student Life/Student Affairs   |
| Printing on Campus                                     | Print Center   |
| Scholarships   | Student Financial Services   |
| Student Clubs/<br>Organizations                        | Student Life/Student Affairs   |
| Student ID   | Security   |
| Transcripts  | Registrar  |
| Tuition and Fees                                       | Student Financial Services   |
| Tutoring/Study<br>Resources                            | Educational Support/Student Affairs  |
| VSLO/ERAS  | Registrar/Faculty Advisor  |
| Wireless Internet Access                               | IT Help Desk   |
| Withdrawals  | Associate/Assistant Dean of Student Affairs<br>(DO); Program Director (MSBS or PA)                     |
| Sexual Misconduct                                      | Title IX Coordinator   |

## Frequently Used Terms

| Acronym or Term                    | Meaning   |
|------------------------------------|---|
| AAMC                               | Association of American Medical Colleges  |
| ACLS                               | Advanced Cardiovascular Life Support (certification)  |
| AACOM                              | American Association of Colleges of Osteopathic Medicine  |
| AACOMAS                            | The centralized online application service for US colleges of osteopathic medicine  |
| AOA                                | American Osteopathic Association  |
| ARC-PA                             | Accreditation Review Commission on Education for the Physician Assistant  |
| BLS                                | Basic Life Support (certification)  |
| Basic Science Curriculum (BSC)     | A required classroom session in which faculty stress application of previous basic science material to clinical case scenarios. The emphasis is on application, integration, and interaction between faculty and students versus passive learning.  |
| Careers in Medicine                | AAMC program that provides students with access to information about medical specialties, preparation for residency and practice options to maximize career potential.  |
| Class Rank                         | A measure of how a student's performance compares to other students in the same class/program. Class rank is calculated based on total number of quality points earned.   |
| Clinical Integration Session (CIS) | A required classroom session in which faculty stress application of previous material to clinical case scenarios. The emphasis is on application, integration, and interaction between faculty and students versus passive learning.  |
| COCA                               | Commission on Osteopathic College Accreditation   |
| COMLEX                             | Comprehensive Osteopathic Medical Licensing Examination   |
| CV                                 | Curriculum Vitae; a short account of one's career and qualifications  |
| DEIB                               | Diversity, Equity, Inclusion, and Belonging Designated Student Assignment; a "self-study" assignment created by an identified faculty member consisting of a specific reading assignment, learning objectives, and examination questions that will not be accompanied by a lecture of laboratory session. Students are held responsible for DSA assignments during a CIS, quizzes, and examinations.                                    |
| DSA                                |   |
| ECE                                | Early Clinical Experience   |
| ERAS                               | The Electronic Residency Application System is an AAMC application that offers a centralized online application service used to apply to residency programs.  |
| Examination                        | A summative evaluation of student learning outcomes delivered via proctored written format, computerized format, or practical format.   |
| ExamSoft/Exemplify                 | Exam software used to provide a secure and stable testing environment for students.   |
| Exxat                              | New software portal used to manage clinical clerkship rotations throughout the PA program and clerkships through the third and fourth years of the DO program.  |
| Fellowship                         | The fellowship program is a 12-month training program integrated within the DO student's third and fourth clinical clerkship years. An additional year is added to the student's osteopathic medical training to accommodate his/her clinical clerkship and fellowship obligations. The fellowship program affords students the opportunity to teach the science and art of osteopathic principles and practice, simulation or anatomy. |

| Acronym or Term             | Meaning   |
|-----------------------------|---|
| FERPA                       | Family Educational Rights and Privacy Act of 1974, which is a federal law that protects the privacy of and access to personal student educational information   |
| Global Block Schedule (GBS) | Basic schedule of when courses in the DO program run each semester. This schedule does not provide detailed information regarding start and end times or assigned classroom   |
| GME                         | Graduate Medical Education  |
| Grade Point Average (GPA)   | An indication of a student's academic achievement while enrolled at RVU. GPA is calculated as the total number of quality points received over a given period divided by the total number of credits attempted  |
| HIPAA                       | Health Insurance Portability and Accountability Act of 1996 is United States legislation that provides data privacy and security provisions for safeguarding medical information.   |
| HLC                         | The Higher Learning Commission; RVU's current institutional accreditor  |
| IPE                         | Interprofessional Education; occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care  |
| IRB                         | Institutional Review Board for Human Subjects Research  |
| Laboratory                  | A minimum 50-60-minute session in a laboratory or clinical setting that requires "hands on" instruction   |
| Lecture                     | A standard didactic presentation involving direct faculty instruction in a classroom setting, lasting a minimum of 50 minutes. Each hour of lecture (50 minutes) assumes a minimum of two (2) hours of out-of-class student work.   |
| LMS                         | Learning Management System; a software application for the administration, documentation, tracking, reporting and delivery of educational courses. RVU currently utilizes an integrated LMS that can be accessed directly through MyVista.  |
| LOR                         | Letter of Recommendation, typically written by a faculty member or preceptor (author). Used when applying for clinical clerkship clerkships and/or residency applications.  |
| Lottery                     | Managed by the Department of Clinical Education, the Lottery is the Distribution of Clerkship Assignments process in which current OMS II student doctors are assigned a geographical region to complete core clinical clerkships during OMS III and, if necessary, OMS IV.   |
| MODS                        | The Medical Operational Data System used to complete the initial electronic portion of the Military GME application   |
| MSPE                        | Medical School Performance Evaluation; can also be referred to as a Dean's Letter. Honest and objective document summarizes a student's personal attributes, experiences, academic accomplishments, and summative evaluation. All fourth-year medical students will have their MSPE composed and finalized before October 1st of each year and uploaded into ERAS by the Office of the Registrar. |
| MyVista                     | RVU's online portal where students, faculty, and staff can log into and access important program, financial, campus, and educational information, as needed.  |
| NBME                        | National Board of Medical Examiners (administers the USMLE exams)   |
| NBOME                       | National Board of Osteopathic Medical Examiners (administers the COMLEX exams)  |
| New Innovations             | System used to manage clinical clerkship clerkships throughout the third and fourth years of the DO program.  |
| NMS                         | National Matching Services; service that manages the osteopathic match (among others)   |
| NRMP                        | National Resident Matching Program; service that manages the allopathic match   |
| OMM                         | Osteopathic Manipulative Medicine   |
| OPP                         | Osteopathic Principles and Practice   |
| OSCE                        | Objective Structured Clinical Examination   |
| Post-Exam Review (PER)      | Faculty-led review of examination questions and results following a major examination.  |

| <b>Acronym or Term</b>                         | <b>Meaning</b>  |
|--|---|
| Preceptor                                      | A practicing physician who gives personal instruction, training, and supervision to a medical student or young physician (assigned for each clinical clerkship clerkship).  |
| Quality Points                                 | The cumulative points earned in a given program for coursework completed and grade(s) earned. Points are calculated by multiplying the numeric grade (in the DO program) or the assigned quality points based on the letter grade (MSBS program) by the number of credit hours for the course.  |
| Remediation                                    | The opportunity to remedy a previously-failed attempt   |
| Rocky the Fighting Prairie Dog                 | RVU's mascot for the Colorado campus  |
| Rocky the Roadrunner                           | RVU's mascot for the Southern Utah campus   |
| RVUCOM   | Rocky Vista University College of Osteopathic Medicine  |
| RVUCOM-SU                                      | Rocky Vista University College of Osteopathic Medicine - Southern Utah  |
| San Francisco Match                            | Residency and Fellowship matching service for select specialties.   |
| Semester Credit Hour (SCH)                     | A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximate no less than 45 hours of instructional/non-instructional time for every one (1) credit.   |
| Shadowing                                      | Opportunity available to students to observe the daily life of a doctor and obtain insight from professionals about their experiences and how they view their field   |
| Shelf Exam                                     | Required exam administered by the Office of Clinical Education after the completion of each Core Clerkship.   |
| SOAP Notes                                     | An acronym for subjective, objective, assessment, and plan, a SOAP note is a method of documentation employed by healthcare providers to write out notes in a patient's chart   |
| Standardized Patient (SP)                      | Someone who has been trained to portray, in a consistent, standardized manner, a patient in a medical situation   |
| Titer/Titer Lab Report                         | A titer (pronounced TIE-der) is a laboratory test that measures the presence and amount of antibodies in blood. If the test is positive (above a particular known value) the individual has immunity. If the test is negative (no immunity) or equivocal (not enough immunity) you need to be vaccinated. A Titer Lab Report is generated by the lab that tested the blood sample. The Titer Lab Report must include the test type, exact values (reference range), signature, and date to be acceptable. |
| Tracks   | Extracurricular admission-based concentrations within the DO program that invite students to explore and experience a particular area of medicine closely.  |
| Transcript                                     | An official record of a student's work, showing courses taken and grades achieved   |
| Urology Match                                  | Residency match program for medical students seeking residency in Urology   |
| USMLE  | United States Medical Licensing Examination   |
| Visiting Student Learning Opportunities (VSLO) | The AAMC VSLO program merged two existing visiting student programs: the Visiting Student Opportunities (VSLO) Application Service (VSAS®) program that focused exclusively on U.S. domestic (formerly VSAS) away electives and the Global Health Learning Opportunities (GHLO®) program that facilitated international mobility into the U.S., from the U.S. to electives abroad, and from one non-U.S. location to another.   |