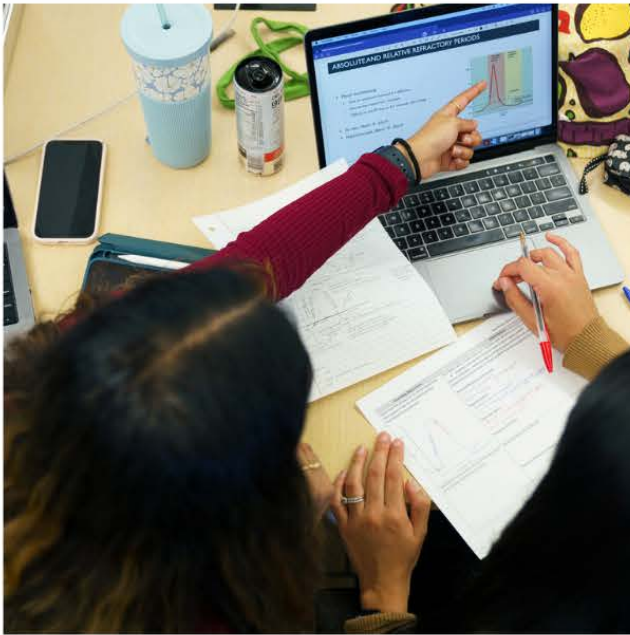




# ROCKY VISTA UNIVERSITY

MASTER OF PHYSICIAN ASSISTANT STUDIES

## Academic Catalog



Academic Year 2025-2026

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The academic year for this catalog is Fall 2025 through August 21, 2026.

The policy and academic requirements information in this catalog are for the 2025-2026 Catalog/Handbook and are effective as of June 2, 2025. Students are governed by the catalog/handbook in effect at the time of their initial enrollment in their degree program, unless they elect to follow a subsequently published catalog/handbook.

This catalog/handbook is not a contract and is subject to change at any time by Rocky Vista University. The University reserves the right to modify policies, procedures, and requirements as necessary, with reasonable notice to affected students through official university communication channels. When individual program policies differ from University policies, the program-specific policies govern academic requirements for that program; for all other matters, University policies apply. Questions regarding policy applicability should be directed to the Registrar's Office.

Rocky Vista University has made every reasonable effort to ensure that all information in this catalog is accurate as of June 2, 2025. The University reserves the right to interpret all policies and procedures contained herein. In situations not specifically addressed, decisions will be made based on administrative discretion, applicable board policies, and state and federal law, consistent with the University's educational mission and student welfare.

## 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

**Jesús Treviño, PhD**

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

## Accreditations

### University 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 July 15, 2024, the Institutional Actions Council (IAC) of the Higher Learning Commission voted to continue the accreditation of Rocky Vista University with the next Reaffirmation of Accreditation in 2033-34. Institutional accreditation provides assurance that RVU provides a quality educational experience and conducts itself with integrity. For further information please contact the Higher Learning Commission at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; or (800) 621-7440.

- [Letter of Accreditation \(PDF\)](#)
- [Accredited Higher Learning Commission – Verify Status Here](#)

### 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.

### 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)

- [Letter of Accreditation for RVUCOM \(Colorado and Utah\)](#)
- [RVUCOM Planned Class Size Increase October 8 2020 COCA EC Final Action](#)
- [Letter of Accreditation for RVU-MCOM \(Montana\)](#)



AMERICAN  
OSTEOPATHIC ASSOCIATION

### Doctor of Nurse Anesthesia Practice

The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) has granted full seven-year initial accredited status to the Rocky Vista University Doctor of Nurse Anesthesia Practice program. Accredited status signifies that all of the COA's accreditation requirements have been met. Every nurse anesthesia program accredited by COA has a unique program code; the code for the Rocky Vista University Doctor of Nurse Anesthesia Practice Program is 523617. The COA will evaluate RVU's program again in 2030.

The program's accreditation may be verified at: <https://www.coacrna.org/programs-fellowships/accredited-programs-next-and-last-review-dates-and-last-accreditation-decisions/>.

- [2/19/2025 Accreditation Notification Letter](#)



### Master of Physician Assistant Studies

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](#).

- [Letter of Accreditation \(PDF\)](#)



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

### 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.

#### Website

- [Letter of Accreditation \(PDF\)](#)
- [2024 Annual Report Card \(PDF\)](#)



### 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

#### [State Authorization](#)

#### Montana University System

560 N. Park  
PO Box 203201

Helena, MT 59620-3201  
(406) 449-9124

#### [State Authorization](#)

#### Utah Department of Commerce

160 East 300 South  
Salt Lake City, UT 84114  
(801) 530-6601

#### [State Authorization](#)

### Student Complaints

Rocky Vista University upholds high standards and expectations of professional conduct for all its community members. As with any institution that educates and employs a large number and variety of people, we may sometimes be challenged by conflicts, lack of clarity in policies, or problems that may arise from misunderstandings.

RVU encourages students and employees to first make attempts to resolve conflicts with the person with whom there is a dispute. When a desirable outcome cannot be reached by both parties, policies and processes pertaining to student complaints are described [here](#).

The accreditation policy can also be viewed here:

[Accreditation Standard Complaint Policy](#)

## 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

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*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, parental 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 in the [RVU Policy Repository](#).

## 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 the [RVU Policy Repository](#) 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 [studenthandbook.rvu.edu](http://studenthandbook.rvu.edu). 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.

**Please note: If you have a complaint that qualifies under Title IX (Sexual Misconduct), it should be sent to the Title IX Coordinator at:**  
[compliance@rvu.edu](mailto:compliance@rvu.edu)

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, ARC-PA, and DNAP 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, PA, or DNAP program, the PA or MSBS program directors, nor the COM or DNAP 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 [Policy Repository](#) .

## 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, the counselor on the Utah campus can be reached at (435)

222-1270, and the counselor on the Montana campus can be reached at (406) 901-2752. 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

<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

## Student Financial Responsibility Policy

Financial responsibility is essential for students to maintain good standing, access University services, and to meet professional standards. Students with an outstanding balance greater than \$500 for more than 30 days after the payment due date will not be considered in good financial standing which could result in a Registration Hold or other academic restriction.

Please review the [Student Financial Responsibility](#)

[Policy](#) which outlines the University's expectations and processes pertaining to student financial obligations, including late payments and outstanding balances.

## 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 \(sosmt.gov\)](#)

### 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 or receive a diploma. The student must settle financial accounts with the Office of Student Financial Services. For more information view the [Student Financial Responsibility Policy](#).

### 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

# Course Descriptions

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## Didactic Phase (Two Semesters)

### PAS 5001: Interprofessional Education Seminar I

This two-semester course introduces the fundamental principles of interprofessional education including roles, responsibilities, and contributions of individual team members, communication skills that ensure smooth transition of care to other team members, and the impact of teams on population health and quality of care. Learners will interact with students from the Physician Assistant and Doctor of Osteopathic Medicine Programs, in addition to other health professions students from neighboring institutions. (EPAs 8 and 9)

The course is a pre-requisite for PAS 5002.

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 1

**Prerequisites**

None

### PAS 5002: Interprofessional Education Seminar II

This second of a two-semester course continues to introduce the fundamental principles of interprofessional education including roles, responsibilities, and contributions of individual team members, communication skills that ensure smooth transition of care to other team members, and the impact of teams on population health and quality of care. Learners will interact with students from the Physician Assistant and Doctor of Osteopathic Medicine Programs, in addition to other health professions students from neighboring institutions. (EPAs 8 and 9)

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 1

**Prerequisite Courses**

[PAS 5001: Interprofessional Education Seminar I](#)

### PAS 5111: Normal Human Development I

This two-semester course introduces the fundamental principles of normal physical, social, and psychological development and function across the lifespan. (EPAs 1, 3, 4, 5, 6)

This course is a pre-requisite for PAS 5112

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 2

**Prerequisites**

None

### PAS 5112: Normal Human Development II

This second of a two-semester course continues to introduce the fundamental principles of normal physical, social, and psychological development and function across the lifespan. (EPAs 1, 3, 4, 5, 6)

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 1

**Prerequisite Courses**

[PAS 5111: Normal Human Development I](#)

### PAS 5113: Molecular and Cellular Concepts I

This two-semester course introduces the fundamental principles of biochemistry, cell biology, microbiology, genetics, physiology, and pharmacology in order to understand the pathophysiology of illness and disease and the rationale for therapeutic intervention.

This course is a pre-requisite for PAS 5114.

**Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 4

**Prerequisites**

None

## PAS 5114: Molecular and Cellular Concepts II

This second of a two-semester course continues to introduce the fundamental principles of biochemistry, cell biology, microbiology, genetics, physiology, and pharmacology in order to understand the pathophysiology of illness and disease and the rationale for therapeutic intervention.

### Program

Master of Physician Assistant Studies (MPAS)

**Credits 5**

### Prerequisite Courses

[PAS 5113: Molecular and Cellular Concepts I](#)

## PAS 5115: Anatomy I

This two-semester course introduces the fundamental principles of human anatomy, allowing the learner to correlate structure, function, and the clinical assessment of pathology.

This course is a pre-requisite for PAS 5116.

### Program

Master of Physician Assistant Studies (MPAS)

**Credits 4**

### Prerequisites

None

## PAS 5116: Anatomy II

This second of a two-semester course continues to introduce the fundamental principles of human anatomy, allowing the learner to correlate structure, function, and the clinical assessment of pathology.

### Program

Master of Physician Assistant Studies (MPAS)

**Credits 4**

### Prerequisite Courses

[PAS 5115: Anatomy I](#)

## PAS 5131: Clinical Medicine: Professional Seminar I

This three-semester course introduces the learner to issues related to professional practice by exploring both micro and macro approaches to healthcare and its delivery. The first two semesters focus on the role of the PA and the PA profession, communication skills, cultural competency, biomedical ethics, informed consent and provider wellness. The third semester course, held during the clinical phase of the curriculum, addresses issues related to professional practice, specifically in preparation for the workforce (mock interview sessions, CV review, contract negotiation, and the process of applying for licensure, and privileges). (EPAs 11 and 13)

This course is a pre-requisite for PAS 5132.

### Program

Master of Physician Assistant Studies (MPAS)

**Credits 3**

### Prerequisites

None

## PAS 5132: Clinical Medicine: Professional Seminar II

This second in a three-course series continues to introduce the learner to issues related to professional practice by exploring both micro and macro approaches to healthcare and its delivery. The first two semesters focus on the role of the PA and the PA profession, communication skills, cultural competency, biomedical ethics, informed consent and provider wellness. (EPAs 11 and 13)

This course is a pre-requisite for PAS 5233.

### Program

Master of Physician Assistant Studies (MPAS)

**Credits 2**

### Prerequisite Courses

[PAS 5131: Clinical Medicine: Professional Seminar I](#)

## PAS 5133: Clinical Medicine: Illness and Disease I

This two-semester course introduces the learner to clinical medicine topics and includes presenting signs and symptoms, pathophysiology, appropriate diagnostic techniques, and management options, including prevention. (EPAs 3, 4, and 10)

This course is a pre-requisite for PAS 5134.

### Program

Master of Physician Assistant Studies (MPAS)

**Credits 4**

### Prerequisites

None

## **PAS 5134: Clinical Medicine: Illness and Disease II**

This second of a two-semester course continues to introduce the learner to clinical medicine topics and includes presenting signs and symptoms, pathophysiology, appropriate diagnostic techniques, and management options, including prevention. (EPAs 3, 4, and 10)

### **Program**

Master of Physician Assistant Studies (MPAS)

**Credits 6**

### **Prerequisite Courses**

[PAS 5133: Clinical Medicine: Illness and Disease I](#)

## **PAS 5135: Clinical Medicine: Evidence-Based Practice I**

This two-semester core course introduces the learner to principles of evidence-based medicine, including reviewing and evaluating the medical literature, formulating research questions, and designing a capstone project. (EPAs 6 and 7)

This course is a pre-requisite for PAS 5136

### **Program**

Master of Physician Assistant Studies (MPAS)

**Credits 2**

### **Prerequisites**

None

## **PAS 5136: Clinical Medicine: Evidence-Based Practice II**

This second of a two-semester course continues to introduce the learner to principles of evidence-based medicine, including reviewing and evaluating the medical literature, formulating research questions, and designing a capstone project. (EPAs 6 and 7)

### **Program**

Master of Physician Assistant Studies (MPAS)

**Credits 2**

### **Prerequisite Courses**

[PAS 5135: Clinical Medicine: Evidence-Based Practice I](#)

## **PAS 5137: Clinical Medicine: Skills and Assessment I**

This two-semester course introduces the fundamental principles of clinical practice including history-taking, performing physical examinations, ordering and interpreting diagnostic and screening tests, documentation using the SOAP format, communicating concise oral presentation of clinical encounters, and performing basic procedures. (EPAs 1, 3, 5, 6, and 12)

### **Program**

Master of Physician Assistant Studies (MPAS)

**Credits 4**

### **Prerequisites**

None

## **PAS 5138: Clinical Medicine: Skills and Assessment II**

This second of a two-semester course continues to introduce the fundamental principles of clinical practice including history-taking, performing physical examinations, ordering and interpreting diagnostic and screening tests, documentation using the SOAP format, communicating concise oral presentations, and performing basic procedures. The first of three clinical competency assessments is held during this course, to ensure learner readiness to enter the clinical phase of training. (EPAs 1, 3, 5, 6, and 12)

### **Program**

Master of Physician Assistant Studies (MPAS)

**Credits 5**

### **Prerequisite Courses**

[PAS 5137: Clinical Medicine: Skills and Assessment I](#)

## **PAS 5139: Reasoning and Application I**

This two-semester course introduces the fundamental principles of clinical reasoning and decision making through developing clinical hypothesis and differential diagnosis. Students will utilize a problem-based approach to examine and solve clinical cases presented as patient scenarios. (EPAs 2, 4, 7, and 10)

This course is a pre-requisite for PAS 5140.

### **Program**

Master of Physician Assistant Studies (MPAS)

**Credits 3**

### **Prerequisites**

None

## **PAS 5140: Reasoning and Application II**

This second of a two-semester course continues to introduce the fundamental principles of clinical reasoning and decision making through developing clinical hypothesis and differential diagnosis. Students will utilize a problem-based approach to examine and solve clinical cases presented as patient scenarios. (EPAs 2, 4, 7, and 10)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 3**

### **Prerequisite Courses**

[PAS 5139: Reasoning and Application I](#)

## **PAS 5150: Introduction to Supervised Clinical Practice Experiences**

This core course serves as orientation to supervised clinical practice experience (SCPEs). The learner will gain an understanding of the expectations associated with participating in clinical experiences. This includes a review of the EPAs, types of clinical presentations, skills and procedures learners will likely participate in, the clinical assessment rubrics and assessment schedule. Additionally, workshops to learn the clinical tracking (patient logging) system, aseptic technique, and advanced cardiac life support (ACLS) will be held. Learners will complete requirements to enter supervised clinical practice (HIPAA, Blood Borne Pathogens), if not already completed.

This course serves as a prerequisite to PAS 5261, 62, 63, 64 and 65. The learner must successfully complete requirements of PAS 5150 before participating in PAS 5261.

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 1**

### **Prerequisites**

None

## **Clinical Phase (Five Semesters)**

### **PAS 5233: Professional Seminar III**

This course is the third in a series of three (PAS 5131, 5132, 5233) and addresses issues related to professional practice, specifically in preparation for the workforce (mock interview sessions, CV review, contract negotiation, and the process of applying for licensure, and privileges). (EPAs 11 and 13)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 1**

### **Prerequisite Courses**

[PAS 5131: Clinical Medicine: Professional Seminar I](#)

[PAS 5132: Clinical Medicine: Professional Seminar II](#)

### **PAS 5251: Clinical Seminar I**

This is the first in a series of four courses that are primarily delivered via a case-based format that integrates advanced level content in focused history taking, focused physical examination, development of diagnostic reasoning, pharmacotherapeutics and therapeutic/diagnostic procedures. Learners will also revisit didactic topics such as evidence-based practice, effective patient communication, ethical decision making, and professionalism. These courses signal the formal transition to practice, incorporating topics such as access of resources for patients, systems-based practice, and advanced training (e.g. MOUD training). (EPAs 1, 2, 3, 4, 6, 10, 11, 13)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 1**

### **Prerequisites**

None

## PAS 5252: Clinical Seminar II

This is the second in a series of four courses that are primarily delivered via a case-based format that integrate advanced level content in focused history taking, focused physical examination, development of diagnostic reasoning, pharmacotherapeutics and therapeutic/diagnostic procedures. Learners will also revisit didactic topics such as evidence-based practice, effective patient communication, ethical decision making, and professionalism. These courses signal the formal transition to practice, incorporating topics such as access of resources for patients, systems-based practice, and advanced training (e.g. MOUD training). (EPAs 1, 2, 3, 4, 6, 10, 11, 13)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 1**

### **Prerequisite Courses**

[PAS 5251: Clinical Seminar I](#)

## PAS 5253: Clinical Seminar III

This is the third in a series of four courses primarily delivered via a case-based format that integrate advanced level content in focused history taking, focused physical examination, development of diagnostic reasoning, pharmacotherapeutics and therapeutic/diagnostic procedures. Learners will also revisit didactic topics such as evidence-based practice, effective patient communication, ethical decision making, and professionalism. These courses signal the formal transition to practice, incorporating topics such as access of resources for patients, systems-based practice, and advanced training (e.g. MOUD training). (EPAs 1, 2, 3, 4, 6, 10, 11, 13)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 1**

### **Prerequisite Courses**

[PAS 5252: Clinical Seminar II](#)

## PAS 5254: Clinical Seminar IV

This is the fourth and final in a four-part series of courses that are primarily delivered via a case-based format that integrates advanced level content in focused history taking, focused physical examination, development of diagnostic reasoning, pharmacotherapeutics and therapeutic/diagnostic procedures. Learners will also revisit didactic topics such as evidence-based practice, effective patient communication, ethical decision making, and professionalism. These courses signal the formal transition to practice, incorporating topics such as access of resources for patients, systems-based practice, and advanced training (e.g. MOUD training). (EPAs 1, 2, 3, 4, 6, 10, 11, 13)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 1**

### **Prerequisite Courses**

[PAS 5253: Clinical Seminar III](#)

## PAS 5261: Supervised Clinical Practice I

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The learner will be exposed to patients across the lifespan and provide preventive, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. Learners will be required to complete clinical rotation experiences in the following disciplines or settings: Family Medicine, Internal Medicine, Pediatrics, General Surgery, Emergency Department, Behavioral Health and Women's Health.

Learners will work under the supervision of a Program-determined preceptor or their designee(s). The learner should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the learner's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, learners are responsible for studying each area outlined in the objectives, and in preparation for the EOR examinations. The instructional skills and attitude objectives should guide the learner regarding expected level of participation and professional conduct. (EPAs 1-13)

### **Program**

Master of Physician Assistant Studies (MPAS)

### **Credits 10**

### **Prerequisite Courses**

[PAS 5150: Introduction to Supervised Clinical Practice Experiences](#)

## **PAS 5262: Supervised Clinical Practice II**

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The learner will be exposed to patients across the lifespan and provide preventive, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. Learners will be required to complete clinical rotation experiences in the following disciplines or settings: Family Medicine, Internal Medicine, Pediatrics, General Surgery, Emergency Department, Behavioral Health and Women's Health.

Learners will work under the supervision of a Program-determined preceptor or their designee(s). The learner should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the learner's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, learners are responsible for studying each area outlined in the objectives, and in preparation for the EOR examinations. The instructional skills and attitude objectives should guide the learner regarding expected level of participation and professional conduct. (EPAs 1-13)

### **Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 15

### **Prerequisite Courses**

[PAS 5261: Supervised Clinical Practice I](#)

## **PAS 5263: Supervised Clinical Practice III**

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including outpatient, inpatient, emergency department and operating room. The learner will be exposed to patients across the lifespan and provide preventive, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. Learners will be required to complete clinical rotation experiences in the following disciplines or settings: Family Medicine, Internal Medicine, Pediatrics, General Surgery, Emergency Department, Behavioral Health and Women's Health.

Learners will work under the supervision of a Program-determined preceptor or their designee(s). The learner should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the learner's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, learners are responsible for studying each area outlined in the objectives, and in preparation for the EOR examinations. The instructional skills and attitude objectives should guide the learner regarding expected level of participation and professional conduct. The second of three clinical competency assessments is held during this course, to ensure appropriate learner progression during clinical phase training. (EPAs 1-13)

### **Program**

Master of Physician Assistant Studies (MPAS)

**Credits** 13

### **Prerequisite Courses**

[PAS 5262: Supervised Clinical Practice II](#)

## **PAS 5264: Supervised Clinical Practice IV**

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including outpatient, inpatient, emergency department and operating room. The learner will be exposed to patients across the lifespan and provide preventive, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. Learners will be required to complete clinical rotation experiences in the following disciplines or settings: Family Medicine, Internal Medicine, Pediatrics, General Surgery, Emergency Department, Behavioral Health and Women's Health.

Learners will work under the supervision of a Program-determined preceptor or their designee(s). The learner should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the learner's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, learners are responsible for studying each area outlined in the objectives, and in preparation for the EOR examinations. The instructional skills and attitude objectives should guide the learner regarding expected level of participation and professional conduct. (EPAs 1-13)

### **Program**

Master of Physician Assistant Studies (MPAS)

**Credits 9**

### **Prerequisite Courses**

[PAS 5263: Supervised Clinical Practice III](#)

## **PAS 5265: Supervised Clinical Practice V**

The learner will participate in supervised clinical practice experiences (SCPEs) across a variety of settings including in-patient, emergency department, and operating room. The learner will be exposed to patients across the lifespan and provide preventive, emergent, acute, and chronic care to diverse populations requiring a wide range of healthcare. Learners will be required to complete clinical rotation experiences in the following disciplines or settings: Family Medicine, Internal Medicine, Pediatrics, General Surgery, Emergency Department, Behavioral Health and Women's Health.

Learners will work under the supervision of a Program-determined preceptor or their designee(s). The learner should prioritize gaining knowledge about evaluation and management of common conditions encountered within each clinical setting or discipline. The instructional knowledge objectives should guide the learner's preparation for the End of Rotation (EOR) examinations. While not all diseases or conditions will be seen during clinical rotations, learners are responsible for studying each area outlined in the objectives, and in preparation for the EOR examinations. The instructional skills and attitude objectives should guide the learner regarding expected level of participation and professional conduct. (EPAs 1-13)

### **Program**

Master of Physician Assistant Studies (MPAS)

**Credits 4**

### **Prerequisite Courses**

[PAS 5264: Supervised Clinical Practice IV](#)

## PAS 5271: Research Proposal

This course is a four-week, self-directed period during which learners will collect and analyze data for their independent research project. Upon completion of the course, the learner will have finalized data collection, completed data analysis, and prepared a short communication paper. All research protocols must receive program and, if appropriate, Institutional Review Board (IRB) approval before implementation.

The course is a pre-requisite for PAS 5272. (EPA 7)

### Program

Master of Physician Assistant Studies (MPAS)

**Credits 2**

### Prerequisites

None

### Notes

Every student is required to enroll in the Research Proposal course during their PA education. This course is assigned during SCPE IV (PAS 5264). Students may not request to change the timing of this course assignment to a different semester. If the program is forced to assign the Research course early due to preceptor unavailability or rotation cancelation, project due dates will be determined on an individual basis. If a student must participate in clinical rotations every month to meet SCPE course requirements (i.e., due to a month of remediation, a repeated rotation due to SCPE failure, a LOA or excused absence), they will be enrolled in PAS 5271 during the fall semester of their third year. This late placement may result in a delayed graduation.

## PAS 5272: Capstone

The learner will demonstrate readiness for entry to the profession through mastery of the competencies for the newly graduated physician assistant (the competencies within all thirteen EPAs). Demonstration activities include poster presentation of the required research project and completion of the program's summative assessments. A 3-day PANCE preparatory course is included at the end of the course. (EPAs 1-13)

### Program

Master of Physician Assistant Studies (MPAS)

**Credits 7**

### Prerequisite Courses

[PAS 5271: Research Proposal](#)

### Notes

Course credit hours for PA Class of 2024 is 11 credit hours.

Course credit hours for PA Class of 2025 and 2026 is 7 credit hours.

## PAS 5391: Independent Study

The independent study course is reserved for learners who may require remediation in didactic, clinical, or both types of coursework. Course goals and objectives are designed to meet the individual needs of the learner. The course must be recommended and approved by the Program before a learner can be enrolled.

This course may be used to ensure comprehensive retention from successfully completed coursework. This course is "formative" to allow for directed feedback utilizing assessments for learning strategies designed to support retention and progression. Students will be enrolled in this course while formally remediating previously failed course(s). Course credit hours are variable and based on a student's individual learning needs.

### Program

Master of Physician Assistant Studies (MPAS)

**Credits 1**

-16

Variable Credits

### Prerequisites

Program Director approval