



# 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**

## **Institutional Accreditation**

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

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

## **State Authorizations**

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

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

1560 Broadway, Suite 1600

Denver, CO 80202

303-862-3001

## Montana University System

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

## Utah Department of Commerce

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

## Specialized Program & Center Accreditations

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

### Doctor of Osteopathic Medicine



The Doctor of Osteopathic Medicine program offered at RVU's Colorado, Utah, and Montana campuses have been granted Accreditation - Continued status by the Commission on Osteopathic College Accreditation (COCA) of the

American Osteopathic Association (AOA). For further information please contact COCA at 142 E. Ontario St., Chicago, IL 60611; or (800) 621-1773; email: [predoc@osteopathic.org](mailto:predoc@osteopathic.org)

### Master of Physician Assistant Studies



The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Rocky Vista University Physician Assistant Program** sponsored by **Rocky Vista University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

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

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

### Rocky Vista University Surgical Simulation Center



RVU has the distinction of being recognized as a **Comprehensive Accredited Education Institute (AEI) by the American College of Surgeons**, and is the only osteopathic medical school to receive this prestigious accreditation. This consortium of high-quality programs around the world sets the standard for excellence and innovation in

simulation-based education. Our designation includes both Colorado and Utah campuses. For further information please click on the link below or contact the ACS at 633 N. Saint Clair Street, Chicago, IL 60611; or (312) 202-5000.



# Self-Evaluation

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

## Institution Ownership

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

## Facilities

### Colorado

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

### Utah

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

### Montana

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

Key features of the RVU-MCOM campus facility include:

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

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

# University Policies

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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

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

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

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

\*Updated 1.28.25

## Voter Registration

### Colorado Voter Registration

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

### Montana Voter Registration

To vote in Montana, you must

- Be registered to vote as required by law
- Be 18 years or older by the next election



- Be a citizen of the United States
- Have lived in Montana for 30 days

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

## Utah Voter Registration

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

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

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

Learning about your fellow Rocky Vista University (RVU) students who represent different group or social identities can add significantly and positively to your healthcare education experience. RVU is no different than many other educational institutions in that students encounter people from diverse backgrounds, including (but not limited to) race/ethnicity, sexual orientation, gender, gender identity, disability, veteran-status, nationality, religion, age, citizenship, and socio-economic status. Interacting with individuals who represent different cultural/social identity groups can be educationally beneficial, yet also challenging. That is, language, culture, worldviews, perspectives, customs, and traditions can be an asset in creating diverse learning environments and forming positive intercultural relationships, but can also become barriers that prevent students from creating conflict-free and productive learning and workplace climates.

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

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

Thus, when interacting:

1. Be patient with other students and ask that they be patient with you as you try to learn about each other's backgrounds.

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

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

## Student Educational Records

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### Academic Records

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

### Administrative Holds

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

### Background Check and Drug Screen

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

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

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

## Course Registration

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

## Degree Audits

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

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

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

## Diplomas

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

## Grades

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

## Grade Point Average (GPA)

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

## Grade Reports

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

## Grade Change Policy

Grades submitted by faculty and/or course or program directors at the end of a course or semester are final and not subject to change by reason of revision of judgment on the part of these individuals. A new exam or additional work undertaken or completed after the grade report has been recorded or retaking the course will not pose a basis for

changing a grade. Faculty members are under no obligation to accept late or additional work - except for accommodations made for pregnant and parenting students or those with disabilities (temporary or permanent) as approved by the Student Affairs Disability Officer.

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

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

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

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

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

## Health Records and Immunizations

RVU follows the latest requirements set forth by the Centers for Disease Control and the Advisory Committee on Immunization Practice. Therefore, students must satisfy all requirements for immunizations at the time of admission and throughout their tenure, as compliance is required on a continuous basis.

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

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

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

Documents related to immunizations and screenings are maintained and monitored through the Office of the Registrar. For information regarding specific Health and Immunization Requirements, please visit the Office of the Registrar's webpage.

### **Requests for Exemptions**

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

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

## **Student Contact Information**

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

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

## **Student Enrollment Status Changes**

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

### **Leave of Absence**

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

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

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

Students on a leave of absence are not allowed to come to campus (unless for specific business related to their return) or participate in university-related activities and course work, such as research, student organizations, or university events. However, some resources can be accessed on a limited basis, including use of Media Site, the MyVista platform, online library services, student RVU email, and student RVU health insurance (provided the insurance was already paid-in-full). Full use of RVU mental health and wellness services will be available for students on LOA for up to six weeks past the student's change-of-status date.

### **Voluntary Leave of Absence**

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

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

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

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

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

A non-voluntary leave of absence is a mandatory, involuntary leave of absence imposed by the Dean (DO program) or Program Director (MSBS and PA programs) or Associate/Assistant Dean of Student Affairs that is related to academic matters. Please refer to the Academic Policies section of the corresponding program for further information.

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

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

### **Sabbatical**



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

### **Withdrawal**

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

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

Students who voluntarily withdraw from the University are required to meet with or verbally notify their Dean or Program Director, the Associate/Assistant Dean of Student Affairs, and the Office of Student Financial Services.

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

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

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

### **Readmission**

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

## **Transcripts - Official and Unofficial**

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

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

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

## Transfer of Credit

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

## Verification of Enrollment

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

# Doctor of Osteopathic Medicine (MCOM)

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## General Information

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### A Message from the Dean

Achieving greatness is an ongoing journey, driven by reflection, growth, and innovation. At the Rocky Vista University Montana College of Osteopathic Medicine (RVU-MCOM), we are a community of educators and learners committed to providing an outstanding medical education. Our focus extends beyond academics—we are deeply devoted to student wellness and fostering a strong sense of belonging.



Located in Billings, Montana, surrounded by the history, traditions, and beauty of the Mountain West, RVU-MCOM offers a dynamic environment where students can thrive. Our curriculum is designed to push medical education forward with cutting-edge innovations, including advanced simulation, ultrasound training, and immersive learning experiences.

At RVU-MCOM, our culture is rooted in the core values of excellence, diversity, innovation, collegiality, compassion, integrity, and service. We strive to prepare our students not only to excel in patient care but to become compassionate, service-oriented professionals who make a lasting impact in their communities.

We are excited to welcome you to our campus and look forward to learning and growing together.

Sincerely,

**John E. Moore, DO, MPH, DABFM, FAAFP**  
*Dean of MCOM*

## Program Leadership

**John E. Moore, DO, MPH, DABFM, FAAFP**  
Dean  
DO, Nova Southeastern University College of Osteopathic Medicine  
MPH, University of West Florida

### Preclinical Education

**Ben Wilde, DO, FAAFP**  
Assistant Dean of Preclinical Education  
Associate Professor of Family Medicine  
DO, Arizona College of Osteopathic Medicine

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

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

**W. Michael Zawada, PhD**  
Chair, Department of Biomedical Sciences  
Professor of Physiology  
PhD, University of Arkansas for Medical Sciences

**Dennis Kinder, MD**  
Chair, Department of Clinical Sciences  
Associate Professor of Internal Medicine  
MD, University of Washington

**Carol A. Penn, DO, MA, DABOM, FACOF**

Director of Tracks and Electives  
Assistant Professor of Family Medicine  
DO, Rowan University School of Osteopathic Medicine

### Clinical Education

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

### Student Affairs

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

### Simulation

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

## Academic Calendar

### Fall 2025 Semester

- **OMS I and II Classes:**  
July 21, 2025 - December 19, 2025

### Spring 2025 Semester

- **OMS I and II Classes:**  
January 5, 2026 - June 12, 2026

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

#### Holidays

- Labor Day (no classes): September 1, 2025
- Thanksgiving Break (no classes): November 27-28, 2025
- Winter Break (no classes): December 22 2025-January 4, 2026
- Martin Luther King, Jr. Day (no classes): January 19, 2026
- President's Day (no classes): February 16, 2026
- Spring Break (no classes): March 23-27, 2026
- Memorial Day (no classes): May 25, 2026
- Independence Day (no classes): July 4, 2026

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

## Introduction

### Doctors of Osteopathic Medicine (DO)

Osteopathic medicine, established in the United States in the 1860s by Dr. Andrew Taylor Still, is a distinctive form of healthcare that emphasizes a holistic body-mind-spirit approach. Doctors of Osteopathic Medicine (DOs) are fully licensed physicians authorized to practice medicine and surgery in all 50 states. While DOs are represented in every medical specialty, they have traditionally emphasized primary care.

DOs partner with their patients to promote health, prevent disease, and treat acute and chronic conditions. Their education encompasses comprehensive training in the biological sciences, medicine, surgery, and obstetrics. Additionally, DOs

receive specialized training in holistic and preventive medicine, and the interrelationship of body systems, particularly the neuromusculoskeletal system.

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

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

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

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

## Osteopathic Oath

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

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring

shame or discredit upon myself or my profession. I will give no drugs for nefarious purposes to any person, though it be asked of me.

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

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

## Program Learning Outcomes

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

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

1. Apply osteopathic principles and practices to patient care. (Osteopathic Philosophy & Osteopathic Manipulative Medicine)
2. Apply knowledge of biomedical sciences to clinical medicine. (Medical Knowledge)
3. Perform comprehensive patient care utilizing best practices of osteopathic medicine. (Patient Care)
4. Utilize effective communication skills to support positive patient-centered and inter-professional relationships. (Interpersonal & Communication Skills)
5. Uphold the RVU Code of Conduct and the principles of the Osteopathic Oath. (Professionalism)
6. Evaluate patient-care practices through critical thinking using evidence-based medical principles. (Practice-Based Learning & Improvement)
7. Analyze health systems science to deliver individualized patient care. (Systems-Based Practice)

## Admissions

### Requirements for Admission

*(Montana Campus)*

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

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

The minimum requirements for admission include:

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

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

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

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

- A minimum science and cumulative GPA of 3.0 as calculated on the AACOMAS application.
- MCOM is requiring candidates to take the Medical College Admission Test (MCAT). Candidates are



required to take the Medical College Admission Test (MCAT) within 3 years prior to matriculation. There is no minimum required score.

- Letters of Recommendations (submitted to AACOMAS). Three required letters include:
  - A credentialed healthcare provider (DO, MD, PA, or NP) who supervised the candidate's work (voluntary or paid) in a clinical setting.
  - An academic reference (order of preference to include Pre-Med Advisor or Committee, Basic Science Faculty, or anyone who can speak to the candidate's ability to successfully complete a rigorous medical school curriculum).
  - A letter of the candidate's choice.
  - **Note, only the maximum number of six (6) letters submitted through AACOMAS will be considered. The Office of Admissions is not able to accept letters of recommendation sent directly to MCOM or from any other letter service, such as Interfolio or VirtualEvals.**
- Students must provide official transcripts from all colleges attended where a degree was earned prior to matriculation. In the event of coursework completed at foreign institutions, the applicant must submit official detailed course-by-course evaluations completed by an approved agency. A list of these agencies is available in the University Handbook & Catalog.

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

## Application Process

*(Montana Campus)*

MCOM participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) for the receipt and processing of applications. Applications are submitted electronically through [AACOMAS](#). AACOMAS processes applications within approximately 3-6 weeks. This timeframe may vary depending on the time it takes to receive an applicant's transcripts and the volume of applications being processed. Applications are evaluated on a rolling basis, therefore it is in an applicant's best interest to apply early in the process. Once an applicant's AACOMAS application is received, it is evaluated to determine if the minimum requirements have been met.

Applicants meeting the minimum requirements will receive an email containing login information to complete their supplemental application and pay the

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

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

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

## Interview Process

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

The Admissions Committee meets at least once a month to make a recommendation to the Dean relative to each applicant's status. The recommendation can be to offer an acceptance, to place the applicant on the alternate list, or to deny admission. The final decision will be made by the Dean.

## Matriculation Process

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

- Completion of all prerequisite coursework and documentation that a minimum of a bachelor's degree has been earned from a U.S. regionally accredited college or university.
- Payment of non-refundable deposits totaling \$2,000 on or prior to the date designated in the



matriculation agreement. MCOM follows the guidelines set forth by the American Association of Colleges of Osteopathic Medicine (AACOM) relative to deposit due dates. Deposits will be applied to tuition.

- Successful passage of a drug screen and background check. Both services are to be scheduled and managed through PreCheck and are to be completed by the dates specified on the matriculation agreement. An applicant who has a deficiency or abnormality discovered on either screening will be referred to a sub-committee for further investigation.
- Completion of required medical and immunization documents are to be scheduled and managed through SentryMD (the medical record division of PreCheck) and to be completed by the dates specified on the matriculation agreement.
- Submission of a waiver demonstrating proof of medical insurance coverage or enrollment in the plan provided by the University.
- Submission of a waiver stating they meet the technical standards (any questions pertaining to whether a standard is met or if reasonable accommodations are required, must be addressed with the Associate Dean of Student Affairs), have read, understand, and agree to adhere to the policy set forth in the statement for students of MCOM regarding physical exposure in classroom activities and participation in osteopathic manipulative medicine and physical exam courses, and understand and agree to adhere to MCOM's Code of Student Conduct.
- Submission of transcripts from all colleges and universities attended where a degree was earned. MCOM will accept transcripts submitted as part of the AACOMAS application. In the event of an earned degree isn't posted prior to matriculation, a letter will be required from the university registrar confirming that the requirements for graduation have been met and indicating when the degree will be posted on the transcript. Official transcripts must be sent to MCOM as soon as the degree is posted.
- In the event of course work completed at foreign institutions, official detailed course by course evaluations completed by an approved agency must be submitted. Official evaluations must be included with the AACOMAS application and, in the case of a degree earned, the evaluation must reflect that the degree is equivalent to a degree earned at a regionally accredited US college or university. Please see website or AACOMAS site for a list of acceptable agencies. These agencies include:
  - **World Education Services, Inc.**  
(212) 966-6311
  - **AACRAO**  
(202) 296-3359

- **Educational Credential Evaluators, Inc.**  
(414) 289-3400

- **Josef Silny & Associates, Inc.**  
(305) 273-1616

- Official evaluations must be included with the AACOMAS application and, in the case of a degree earned, the evaluation must reflect that the degree is equivalent to a degree earned at a regionally accredited US college or university.
- Any other requirements set forth in the matriculation agreement.

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

## Request for Deferral

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

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

1. Student's full name and contact information, including current phone number, address, and email.
2. The reason for the deferral request, along with relevant supporting documentation (e.g., medical documentation, official military orders, etc.).
3. Written commitment to the start date for the next enrolled class start date.
4. All deferral requests will be reviewed by the Program Admissions Leadership; if eligibility is determined, requests may be presented to the appropriate Dean or Program Director for a final decision. A decision will be communicated to the student in writing within 30 days of the request submission.
5. Requests may not be considered if received less than 30 days prior to the program's start.
6. Exceptions to requests may be approved by Program Deans or Directors.

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

professional before the deferred start date. Proof of medical clearance shall be determined by the Dean or Program Director.

#### Requirements to Confirm Deferral:

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

## Transfer of Credit Requests

Each medical school's curriculum is unique and based upon that school's longitudinal timetable; leveraging course work that builds upon previously learned precepts. In alignment with established practice in graduate medical education, Rocky Vista University does not recruit transfer students or accept transfer credit from other institutions except as specifically outlined below. The Transfer of Credit policy outlined applies to all RVU campus locations.

Limited circumstances may warrant a student enrolled in a college of osteopathic medicine to seek transfer to another institution. Only credits from medical schools and colleges accredited by the American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA) will be considered. RVU will not consider transfer requests from students enrolled in a foreign medical school or LCME accredited program.

- Transfers from one college of osteopathic medicine to another shall require that at a minimum the last two years of instruction be completed within RVU.
- Transfer may be considered, and transfer credits may be given only if the student is in good standing and eligible for readmission to the college of osteopathic medicine attended.
- Credit is only given for completed courses with grades of 70 percent (C) or greater.
- RVU transcripts will reflect the cumulative credit hours transferred in from the previous medical school. Information regarding grades or class rank from the previous school will not be reflected on the RVU transcript.

- Students who transfer into RVU will not receive a class rank.

Anyone wishing to request a transfer to RVU must:

- Provide a written statement outlining reasons for the request for transfer, to be sent to the Vice President of Enrollment Management.
- Provide a letter from the Dean of the transferring institution verifying that the student is in good standing and is eligible to continue.
- Submit a copy of their AACOMAS application.
- Meet all admission requirements to Rocky Vista University's Doctor of Osteopathic program.
  - Submit official transcripts of all college work, including transcripts from the medical school showing the successful completion of the first two years.
  - Submit MCAT scores and letters of recommendation.
- Submit national board scores, USMLE Step 1 scores, and pass COMLEX-USA Level 1 prior to starting rotations.
- Pass a background check and drug screen.
- Submit required medical forms.

Decisions regarding transfer are made by the Dean of the appropriate program and will be based on factors including academic record, circumstances leading to the transfer request, available space, and admission standards.

## Academic Programs

### Fellowships

## Undergraduate Fellowship Program

### Pre-Doctoral Osteopathic Teaching Fellowship

The Pre-Doctoral Osteopathic Teaching Fellowship (OTF) program is designed to develop students' skills in teaching over four prominent domains: osteopathic manipulation and other osteopathic clinical skills, clinical ultrasound, anatomy, and the use of medical simulation in learning. Osteopathic Teaching Fellows may be assigned responsibilities as a discipline lead in one of these four domains, but they will be expected to assist teaching in all MCOM labs (i.e., Osteopathic Clinical Skills (OCS) and anatomy) and across all four domains as appropriate and as resources allow. Fellows will have the opportunity to increase their proficiency in osteopathic manipulative treatment (OMT), anatomical dissection/prosection, ultrasound, simulation events, and other skills necessary for their assigned focus. They will learn to teach, evaluate &

develop curriculum, including how to design and deliver learning modules and engaged learning sessions. In addition, Fellows may maintain and further develop their clinical skills through regular participation in clinical activities, site TBD. Fellows will complete at least one scholarly project during the fellowship.

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

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

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

Participation in the Pre-Doctoral Osteopathic Teaching Fellowship extends the student's time at RVU by one year. The OTF Program will occur during Year 3 for OMS-III Fellows and during Year 4 for OMS-IV Fellows. Upon completion of the one year program requirements, the Fellows will resume their Clinical Clerkship Rotations.

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

## Tracks & Electives

### Tracks and Electives at MCOM:

The MCOM Tracks and Electives program strives to create and deliver optional curricular programming strategically crafted to offer students an opportunity for inspiring educational experiences in a variety of healthcare areas as they endeavor to serve patients in diverse communities with compassion, integrity, and excellence. Elective courses and tracks are offered as a mechanism to enhance student education beyond the core osteopathic curriculum.

Upon completion of the educational activities offered through Tracks Electives, students will be able to:

- Demonstrate professional competence in learning or enriching experiences offered through MCOM tracks or electives.

- Apply relevant contextual information (social, methodological, and/or cultural) to health care practices.

- Engage in expanded opportunities within areas of specific health care practice. Full course descriptions can be found under the Course Descriptions tab.

### Tracks

Tracks are optional, curricular programs outside of the core curriculum offered through the Department of Tracks Electives.

Tracks will appear on the student's transcript as a Concentration. Successful Track Completion will be acknowledged on a student's Dean's Letter and their transcript.

Students who successfully complete a track will also receive a sash worn to wear at graduation. Beginning the second CARES block of the first semester of OMS 1, students will elect to participate in a track at MCOM.

The educational objectives and contents of each track are in addition to the required core curricula and are outlined in the Track Overviews.

### Electives

Elective courses are optional, curricular courses that offer educational experiences outside of the core curriculum. Other than by exception, elective courses will be delivered and completed during CARES blocks.

Elective courses are open to all MCOM medical students of any year who do not need to complete academic remediation. Students can enroll in an elective course even if they have not elected to complete a track.

Students may also enroll in an elective course outside of their elected track as long as the course does not conflict with their track completion requirements.

### Military Medicine at MCOM:

The Military Medicine track provides an overview and introduction to 1st and 2nd year students regarding clinical scenarios commonly faced by military medical officers, preparation for military medicine residencies, and education on military lifestyle integration. Students may also have the opportunity to liaison with leaders, educators, and military officers at U.S. posts, bases, medical centers, hospitals, and other sites in order to achieve the goals and objectives of the Pro-gram.

This track spans 3.5 years of the military student members' educational experience at RVU, beginning in the second semester of the 1st year. This includes the three semesters of structured academics during the first two years, and ongoing mentoring, residency match preparation and research opportunities during the clinical years.

The Military Medicine track includes immersion-based experiential reality training, Tactical Combat Casualty Care (TCCC), information sessions, and experiences related to Medical Corps Officer military obligations. Focused discussions include topics such as leadership, discipline, military environments, field exercises, disaster response, and triage/evacuation in combat environments on land, sea and air. Expert guests, military officers, and appropriate civilian physicians, and teachers will be hosted virtually and on campuses. This Program collaborates with other MCOM Special Tracks where synergies are evident and possible.

#### Research Education Academic Leadership Medicine

The field of academic medicine encompasses expertise in the areas of research, education, and leadership as it applies to clinical medicine. With the expansion of medical schools and residency programs in the United States there is a growing demand for well-trained academic physicians who will lead in complex and diverse healthcare settings.

Students in this specialty track will learn about various, multi-faceted topics in research, medical education, organized medicine, health policy, diversity, health disparities, and leadership development. Students will receive training to be an effective scholar, public speaker, educator, health advocate, and physician leader. Contemporary health challenges require that leaders understand how to lead teams, understand diverse groups, build coalitions, and be attentive to communities. Students in this track will be asked to declare their concentration capstone after their second semester.

| Medical Research Breakthroughs   | Shapes the Future of Medicine   | Advances Patient Care  |
|--|---|--|
| Research and innovation are at the core of what we do. From NICUs to the cancer research that's saved 3.8 million lives since 1991 — it all starts in academic medicine. | More diverse medical teams make better decisions — and have better patient outcomes. That's why we're working to ensure tomorrow's doctors have the innovative training they need to improve health everywhere. | Academic medicine is where expert patient care and innovation come together to save lives. In fact, patients treated at teaching hospitals have 20% higher odds of survival than at nonteaching hospitals. |

#### Global Rural Wilderness Underserved Tribal Medicine

The focus of the GRWUT Track is developing well rounded medical students who will be able to thrive in diverse communities and environments whether serving in global, rural, wilderness, underserved or tribal areas. We will be combining the best of this intersection with a particular emphasis on global health bi-directionality, and how we can extrapolate from international lessons learned and apply them to solve problems in rural, wilderness, underserved communities and tribal health here in Montana.

This includes three semesters of structured academics during the first two years- beginning the second semester of year 1. There is ongoing mentoring, residency match preparation, and research opportunities during the clinical years. Additionally, participants will be equipped to recognize health care disparities and social determinants of health across a broad range of populations. Expert guests, physicians, and teachers will be hosted virtually and on campus.

This program collaborates with other MCOM Tracks where synergies are evident and possible. Students will complete their GRWUT Track with a capstone project that identifies a concentration in one of the GRWUT are-as: global, rural, wilderness, underserved and/or tribal medicine. This focus area will be acknowledged as their concentration on their Dean's Letter.

## Curriculum

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

#### Pre-Clinical Curriculum

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

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

## OMS I - Semester Two - Spring

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

## OMS II - Semester One - Fall

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

## OMS II - Semester Two - Spring

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

## Curriculum Info

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

Weekly schedules follow a format of faculty guided Student Directed Learning during most mornings and

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

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

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

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

## Clinical Years (OMS III & OMS IV)

### Clinical Clerkships Eligibility

To be eligible to participate in clinical clerkships, students must have completed all required preclinical courses, achieve a passing score for COMLEX I, and complete the Fundamentals of Clinical Osteopathic Medicine course. Students must have current health insurance, all required immunizations and antibody titers documented, be currently negative on TB testing or have followed current COM guidelines if a positive test is present and completed any clinical site or COM-mandated related training and testing, including RVU-approved background screening and drug testing (MRO verified).

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

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

### **Notice of Health Records and Criminal Background Checks**

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

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

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

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

### **Distribution of Clerkship Assignments**

Clinical clerkship sites are located in Montana with a several clinical training sites in Wyoming, Idaho, South Dakota, North Dakota, Washington, Alaska, and others as needed. Clerkship templates are determined by lottery during the second year. The clerkship site assignment list is issued to students prior to beginning clerkships each year. All assignments are considered final. A student may request to change his or her assigned clerkship 90 days prior to the start of the clerkship; however, there is no guarantee that the

change will be possible. Any questions or concerns should be directed to the Department of Clinical Education.

## **Clinical Clerkships Overview**

### **Core and Required Clinical Clerkships**

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

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

While on core and required clerkships, students participate in discipline specific Engaged Learning Sessions (ELS) facilitated by the RVU Clerkship Directors, via virtual platforms. Weekly Engaged Learning Sessions (ELS) are crucial for helping students integrate and apply the core concepts learned during asynchronous didactic sessions. The virtual ELS are designed to foster case-based, active learning and to prepare students for the NBME subject exams at the end of each core rotation.

A prerequisite to clinical training, students will experience a course in Fundamentals in Clinical Osteopathic Medicine in which students will work with subject matter experts and simulation to develop critical thinking skills.



With more than 350 students on Clerkships at any one-time, clinical Clerkships involve many different sites, people, hospitals, clinics and physicians, thus requiring a complex scheduling process. RVU-MCOM's clinical locations span the mountain west region, with additional sites across the nation. The number of students assigned to each clerkship is determined by mutual agreement of Hospital Administrators, Preceptors, and the Department of Clinical Education. Therefore, flexibility on assigned Clerkships is limited. RVU-MCOM reserves the right to change a student's clerkship, subjects and schedule at any time as required due to preceptor and clerkship site availability. Those students so affected will be notified of any changes, and an appropriate replacement clerkship will be offered to the affected student.

Despite apparent Clerkship openings, there will be little opportunity for change once a Clerkship has been scheduled. Clerkships may not be cancelled or changed within 45 days of the start date. The student may not attend a Clerkship that has not been approved by the Department of Clinical Education. Credit may not be earned for such a Clerkship and the student will not be covered by malpractice insurance.

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

### **Elective Clinical Clerkships**

Elective clinical clerkships allow students to expand their medical education in areas directly related to their career path. When available, students may choose in-network clerkships in specialties to fulfill elective requirements. Each clinical coordinator will contact their students regarding their interests and identify in-network opportunities based on Preceptor availability. Fulfilling a medical specialty interest may require students to travel in order to augment students' preparation for residency training.

Elective clerkships generally range from one to eight weeks. Elective clerkships are requested by the student and arranged in conjunction with their assigned clinical coordinator at the approval of the Office of Clinical Education.

### **Audition Clerkships**

Students are required to complete clinical training that best prepares them for residency. During the first half of the fourth year (OMS IV), students are required to complete a minimum of two audition clerkships at residency programs, though more are encouraged. The clerkships chosen must have approval of the appropriate Dean of Clinical Education or designee.

## **Course Descriptions**

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

### **MOM 1001: Foundations I**

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

#### **Program**

Doctor of Osteopathic Medicine (MCOM)

#### **Credits**

3

#### **Prerequisites**

None



## MOM 1011: Osteopathic Clinical Skills I

The Osteopathic Clinical Skills I course is the first of a four-part clinical medicine course designed to help medical students develop the knowledge, skills, and attitudes essential to becoming a competent osteopathic physician. The course centers on three integrated domains:

1. Principles of Clinical Medicine (PCM)
2. Osteopathic Manipulative Medicine (OMM)
3. Clinical Ultrasound (US)

In each of these three domains, students will build upon previously-learned scientific knowledge, clinical concepts, and haptic skills. Students will demonstrate knowledge and skill competency through written exams and observational assessments, including standardized patient (SP) encounters. Clinical reasoning and attitudes will be assessed by the SPs and faculty during clinical simulation and small group activities with peers. Throughout this course, principles of medical ethics, evidence-based medicine, health systems science, lifestyle medicine, professionalism, and interpersonal skills will be taught, reinforced, and assessed.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 7**

### **Prerequisites**

None

## MOM 1012: Osteopathic Clinical Skills II

The Osteopathic Clinical Skills II course is the second of a four-part clinical medicine course designed to help medical students develop the knowledge, skills, and attitudes essential to becoming a competent osteopathic physician. The course centers on three integrated domains:

1. Principles of Clinical Medicine (PCM)
2. Osteopathic Manipulative Medicine (OMM)
3. Clinical Ultrasound (US)

In each of these three domains, students will build upon previously-learned scientific knowledge, clinical concepts, and haptic skills. Students will demonstrate knowledge and skill competency through written exams and observational assessments, including standardized patient (SP) encounters. Clinical reasoning and attitudes will be assessed by the SPs and faculty during clinical simulation and small group activities with peers. Throughout this course, principles of medical ethics, evidence-based medicine, health systems science, lifestyle medicine, professionalism, and interpersonal skills will be taught, reinforced, and assessed.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 7**

### **Prerequisites**

None

## MOM 1021: Molecular and Cellular Mechanisms

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 3**

### **Prerequisites**

None

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

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 6

### **Prerequisites**

None

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

The Cardiovascular/Respiratory System I course is an intensive, multidisciplinary course focused on the normal structure and function of the cardiovascular/respiratory system, as well as the biomedical science that underlies disorders associated with this system.

Elements will include embryology, histology, physiology, biochemistry, pharmacology, neuroanatomy, and gross anatomy of the cardiovascular/respiratory system.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 5

### **Prerequisites**

None

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

The Hematology/Immunology components of the course emphasize the fundamental knowledge necessary to understand the normal function of hematopoiesis, hemostasis and the immune system. It is designed to provide the student with an overview of these systems, including the aberrant processes that lead to hematopathology and immunopathogenesis.

The Microbiology and Infectious Disease components provide a foundational introduction to pathogens, pathogenic mechanisms, and infectious diseases. The course integrates immunology content and how it relates to the body's reactions to pathogens.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 5

### **Prerequisites**

None

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

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 6

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

The Endocrine/Reproductive System I course is an intensive, multidisciplinary course focused on the normal structure and function of the endocrine/reproductive system, as well as the biomedical science that underlies disorders associated with this system.

Elements will include embryology, histology, physiology, biochemistry, neuroanatomy, and gross anatomy of the endocrine and reproductive systems.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 5

### **Prerequisites**

None

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

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

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 8

### **Prerequisites**

None

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

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 4**

### **Prerequisites**

None

## **MOM 2002: Foundations II**

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 2**

### **Prerequisites**

None

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

The Osteopathic Clinical Skills III course is the third of a four-part clinical medicine course designed to help medical students develop the knowledge, skills, and attitudes essential to becoming a competent osteopathic physician. The course centers on three integrated domains:

1. Principles of Clinical Medicine (PCM)
2. Osteopathic Manipulative Medicine (OMM)
3. Clinical Ultrasound (US)

In each of these three domains, students will build upon previously learned scientific knowledge, clinical concepts, and haptic skills. Students will demonstrate knowledge and skill competency through written exams and observational assessments, including standardized patient (SP) encounters. Clinical reasoning and attitudes will be assessed by the SPs and faculty during clinical simulation and small group activities with peers. Throughout this course, principles of medical ethics, evidence-based medicine, health systems science, lifestyle medicine, professionalism, and interpersonal skills will be taught, reinforced, and assessed.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 7**

### **Prerequisites**

None

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

The Osteopathic Clinical Skills IV course is the last of a four-part clinical medicine course designed to help medical students develop the knowledge, skills, and attitudes essential to becoming a competent osteopathic physician. The course centers on three integrated domains:

1. Principles of Clinical Medicine (PCM)
2. Osteopathic Manipulative Medicine (OMM)
3. Clinical Ultrasound (US)

In each of these three domains, students will build upon previously-learned scientific knowledge, clinical concepts, and haptic skills. Students will demonstrate knowledge and skill competency through written exams and observational assessments, including standardized patient (SP) encounters. Clinical reasoning and attitudes will be assessed by the SPs and faculty during clinical simulation and small group activities with peers. Throughout this course, principles of medical ethics, evidence-based medicine, health systems science, lifestyle medicine, professionalism, and interpersonal skills will be taught, reinforced, and assessed.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 7**

### **Prerequisites**

None

## **MOM 2015: Behavioral Health**

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 2**

### **Prerequisites**

None

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

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 3**

### **Prerequisites**

None

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

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 6**

### **Prerequisites**

None

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 3**

### **Prerequisites**

None

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

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 4**

### **Prerequisites**

None

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

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 3**

### **Prerequisites**

None

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

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 5**

### **Prerequisites**

None

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

This course is designed to prepare students for successful completion of the COMLEX Level 1 exam and the USMLE Step 1 exam. This course will focus on material review, exam preparation, and exam taking strategies in addition to allowing for dedicated board study time.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 1**

### **Prerequisites**

None

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

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 6**

### **Prerequisites**

None

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

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

### **Program**

Doctor of Osteopathic Medicine (MCOM)

### **Credits 6**

## MOM 2092: Neuroscience System II

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

**Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 4**

**Prerequisites**

None

## Electives

### GLB 5150: Medical Outreach Elective

This is an RVU-MCOM Medical Outreach/Cultural Immersion elective opportunity, open to first- and second-year students as an elective course and to third- and fourth-year medical students for elective clinical credit. All students participating on any trip must have academic approval and complete a Travel File which is maintained within the Department of Clinical Sciences.

**Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 2**

### HUM 5501: REAL Medicine Fundamentals I

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

**Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 0.5**

**Prerequisites**

\*REQUIRED Core Content for Award of REAL Medicine Concentration

## HUM 5502: REAL Medicine II

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

**Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 1**

**Prerequisites**

\*REQUIRED Core Content for Award of REAL Medicine Concentration

## IMT 5101: Integrative Medicine

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

**Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 1**

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

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

**Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits 1**

**Prerequisites**

\*REQUIRED Core Content for Award of Military Medicine Concentration

## **MIL 5112: Military Medicine II- Mass Casualty Events, Medical Planning, and Combat Care**

Military Medicine II – Mass Casualty Events, Medical Planning, & Combat Care serves as the second block in the Military Medicine Track, expanding upon key military medicine concepts including triage, mass casualty events, medical planning and ongoing Tactical Combat Casualty Care (TCCC). This course is part of the required Core Content for the Award of Military Medicine Concentration.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 1

## **MOM 5001: Models of Transformation in Healthcare**

This 0.5-hour credit elective course, Models of Transformation in Healthcare 1, is designed to introduce Osteopathic Medical students to crucial aspects of physician wellness through mind-body medicine skills. The course encompasses two main components: "Physician Wellness: Mind-Body Skills for Osteopathic Medical Students" and "Ways to Break the Habit of Being Yourself: Guided Imagery for the 1st Year Medical Student."

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

### **Prerequisites**

None

## **MOM 5580: Independent Study-Caring for the Underserved**

Students' interests are wonderfully diverse and varied. This makes it challenging for MCOM to provide sufficient instruction on all the potential desired topics within the time allotted for instruction. In response to this common challenge, this elective course permits the enrolled students to select a single subtopic within the GRWUT track (Global Medicine, Rural Medicine, Wilderness Medicine, Urban Underserved, or Tribal Medicine) with which they will design a focused study.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

### **Prerequisites**

None

## **RWM 5101: Rural Medicine I**

This elective course exposes students to the unique challenges and opportunities inherent in rural healthcare delivery. Students will consider work perspectives and experiences from multiple rural physicians. They will also identify and investigate healthcare issues unique to rural areas through a journal review. These identified topics and issues are presented by each student to the class followed by a discussion exploring their potential solutions and barriers.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

### **Prerequisites**

none

## **RWM 5110: Wilderness Medicine I**

Wilderness Medicine is a three-part elective course series is crafted to equip participants with the essential knowledge and skills needed to provide informed medical care in remote and wilderness settings. Wilderness Medicine I focuses on medical emergencies.

### **Program**

Doctor of Osteopathic Medicine (MCOM)

**Credits** 0.5

# **Academic Policies**

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*\*Note: See Student Handbook for detailed procedures.*

## **Academic Promotion**

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

### **General Program Advising (Academic)**

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

### **OMS I to OMS II**



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

- Successful completion of all required OMS I coursework
- Documentation of current health insurance on file with the Office of Student Financial Services

### **OMS II to OMS III**

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

- Successful completion of all required OMS I and OMS II curriculum
- Successful completion of the Preclinical Capstone II Course
- Achieve a passing score on COMLEX Level 1 by the July score release date
- Updated background check on file
- Updated and negative drug screening on file
- Documentation of all required health records on file

### **OMS III to OMS IV**

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

- Successful completion of all OMS III core and required clinical clerkships by the last day of academic year
- Updated background check on file
- Updated and negative drug screening on file
- Documentation of all required health records (including current PPD) on file
- Documentation of current health insurance on file with the Office of Student Financial Services

Students who fail to complete any requirement may not be allowed to engage in audition clerkships until the requirements are completed and they are certified for the fourth year (OMS IV) of studies. To participate in the NRMP Match, students must achieve a passing COMLEX level 2 score before the rank order list deadline to be certified.

## **Academic Standings**

### **Policy**

Student academic progress and academic standing levels will be monitored by the Preclinical Education and Student Affairs Departments. Students who earn a passing final grade in every administered course and meet expectations for professional conduct will be considered in “**Good Academic Standing**” and will be

eligible to progress to the next phase of the curriculum, provided the student is not subject to any other restrictions or preconditions stating otherwise.

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

### **Academic Status**

#### **Good Academic Standing**

Criteria:

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

Limitations:

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

Reporting:

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

#### **Good Academic Standing - At Risk**

Criteria (any one of the following):

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

Limitations:

- None, provided the student is not subject to any other restrictions or preconditions stating otherwise.
- May be subject to such other limitations, restrictions and/or preconditions as determined by the Professionalism Committee, the Student Performance Committee, and/or Dean or their designee.

#### Exit Criteria:

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

#### Requirements:

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

#### Reporting:

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

### Not in Good Academic Standing

#### Criteria (any one of the following):

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

#### Limitations:

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

#### Exit Criteria:

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

#### Requirements:

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

#### Reporting:

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

## Grading and Grade Point Average

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

### Incomplete Coursework

In the preclinical phase, a course grade of "Incomplete" will only be granted when approved by the appropriate Director of Preclinical Education (DPCE). Requests for an Incomplete that are denied by a DPCE may be appealed to the Assistant/Associate Dean of Preclinical Education, who is the final level of appeal. Incomplete grades must be completed by the designated deadline, or they will result in a course failure. Incomplete coursework must be completed before progressing to the next academic year.

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

### Quality Points

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

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

## Class Ranking

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

1. For OMS I and II, quality points are earned in core curriculum courses for which an Honors, Pass, or Fail grade is assigned.
2. For OMS III, class ranking is calculated based pro-rate calculation of quality points per credit hour of required and core clerkship courses for which an Honors, High Pass, Pass, or Fail grade is assigned.

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

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

## Course Grades

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

### Explanation of Grades

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

Final course grades on the student's transcript will only be shown as an Honors ("H"), Pass ("P"), or Fail ("F") grade. For numerically scored courses, any student achieving a score  $\geq 90.0\%$  will receive an Honors ("H") course grade on the transcript. Students scoring between 70.0 and 89.9% will receive Pass ("P") course

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

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

## Clinical Education

Final course grades are determined and approved by the Clerkship Director based on student performance in the clinical clerkship using the NBME Subject Exam, Clinical Clerkship Faculty Assessment of Student Doctors on Clinical Rotation, and curricular participation with Engaged Learning Sessions (ELS), Asynchronous Didactics, Clinical Experience Learning Logs and SMART goals. Qualitative comments from evaluations are not scored in calculating final grades and are incorporated in the MSPE/recommendation letters. Transcript designations are:

H: Honors  
HP: High Pass  
P: Pass  
F: Fail  
Px: Pass with Remediation

- **Honors:** Exceptional performance in all areas, demonstrating outstanding clinical knowledge, technical skills, and professional behavior. Students show leadership and initiative. Performance exceeds 80% of peers.
- **High Pass:** Above-average performance with strong clinical knowledge and skills, though not at the Honors level. Students meet or exceed expectations consistently. Performance exceeds 60% of peers.
- **Pass:** Satisfactory competency, meeting minimum expectations for clinical knowledge, skills, and behavior. Students are competent but have areas for improvement. Up to 60% will receive Pass.
- **Fail:** Insufficient proficiency in clinical knowledge, skills, or professional behavior, signaling the need for significant improvement.
- **Px:** Pass with Remediation.

The final grade for the clinical rotation is calculated using a weighted combination of three key components:

1. **NBME Subject (Shelf) Exam – 50%**  
The NBME exam score is normalized to account for exam difficulty and the performance of the student cohort. This ensures a fair and standardized assessment across different testing periods. Minimum passing threshold range are recommended by NBME with a target of 7.5<sup>th</sup> percentile or higher.
2. **Preceptor Evaluations – 30%**  
Preceptors Assessment Rubric evaluates students based on patient care, medical knowledge, practice-based learning, and systems-based practice in real-world clinical settings. Multiple evaluations from different supervising preceptors who worked with the student may be factored into a composite final evaluation. These composite scores will be calculated as a pro-rata conversion of quarterly normalized evaluation data.
3. **Professionalism and Communication – 20%**  
This category evaluates students on professionalism, ethical behavior, communication with patients and healthcare teams, and engagement in the Clinical Education Curriculum (e.g. asynchronous didactics and Engaged Learning Sessions, Clinical Experience Learning Logs (CELL), SMART Goals).
  - Preceptor Assessment Rubric composite scores related to professionalism and communication assessment are utilized to calculate as a pro-rata conversion of quarterly normalized evaluation data (e.g. 10% of total grade calculation).
  - Professionalism & Communication Rubric scores are utilized to calculate as a pro-rata conversion of quarterly normalized evaluation data (e.g. 10% of total grade calculation)

### Minimum Performance Requirements for Passing

To pass the clerkship, students must:

- Score at or above the bottom 5th percentile on the NBME Subject Exam
- Meet expectations (or higher) on all mandatory assignments, evaluations, and professionalism criteria
- Complete the required documentation (e.g., Clinical Experience Learning Logs, SMART Goals)

## Graduation Requirements for the Doctorate in Osteopathic Medicine

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

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

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

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

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

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

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

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

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

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

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

# Financial Aid and Tuition

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## Financial Aid

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

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

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

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

Although currently unavailable, GI Bill® Benefits could be available for qualified students in the near future.

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

Students must complete the Rocky Vista University institutional applications if they wish to apply for any RVU scholarships. Detailed information regarding the financial aid application procedure is posted on the website.

RVU and the RVU Alumni Association also award scholarships to each incoming class. Descriptions of the scholarship criteria and applications are posted

annually, during the spring prior to matriculation, on the University website. Scholarship applicants must complete a separate application and supply all required supporting documentation for individual scholarships by the deadline. Award recipients will be announced in July. Please see the RVU website or contact the Office of Student Financial Services for more information.

**Prior Credit Policy for GI Bill® Recipients:** In accordance with Title 38 USC 3675, all GI Bill® recipients or eligible dependents who use GI Bill® Benefits for this training are required to bring in documentation of all previous training credit and education. GI Bill® recipients are required to submit all prior training transcripts, including military transcripts, to the institution for review. This institution will review all prior credit and maintain a record of such training in the students VA file. VA students' records must be kept for 3 years following the ending date of the last period certified to VA. Referenced law: Title 38 CFR 21.4209(f).

#### **VA Pending Payment Policy:**

"In accordance with section 103, Public Law 115-407, Rocky Vista University will not penalize or limit the participation of students covered under the Chapter 33 Post-9/11 GI Bill® or Chapter 31 Veteran Readiness & Employment (VR&E) while awaiting the payment of tuition and fees by the US Department of Veterans Affairs. The University will not drop covered students for non-payment.

1. To be a covered individual, RVU will require students to self-identify and provide the following documentation:
  1. Certification of Eligibility; or
  2. VA Form 28-1905; and
  3. Request for Extension of Tuition and Fees Deadline Form.
2. If a student fails to send, at a minimum their Certificate of Eligibility, they will not be certified for VA Educational Benefits and will be subject to the standard charges associated with the program they are attending.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.*

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

The maximum amount a student may receive from all sources of financial aid is limited to their annual Cost of Attendance (COA). The Cost of Attendance includes tuition, fees, books, supplies, health insurance, room and board, transportation and personal expenses. The costs required to take professional exams will be included in the COA for the appropriate years. The COA is an estimate of the cost of attending RVU and maintaining a modest but adequate standard of living. An individual student's actual costs may be higher or lower depending upon the choices he or she makes. A COA does not include living expenses for a student's spouse or other dependents. Cost of Attendance budgets are published annually and are available upon request from the Office of Financial Aid.

## **Satisfactory Academic Progress Standards for Financial Aid Eligibility**

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

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

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

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

The progress of each student is reviewed by the Student Performance Committee (SPC). Due to academic or personal issues, a student may require more than four years to complete their degree. In such



situations, the Office of Student Affairs may establish an individual academic plan for the student or may require the student to repeat a year. The University will monitor the progress of each student to determine if the student is making sufficient progress to meet the time limits as specified.

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

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

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

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

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

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

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

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

**Transfer Students:** Students who are accepted for transfer from other medical schools will be evaluated with respect to levels of academic progress attained,

and the remaining years required to complete their degree at MCOM will be determined. The Assistant/Associate Dean of Student Affairs or their designee will make that determination and will notify the Office of Student Financial Services of the length of time the student will need to complete their degree. Transfer credits will count as both attempted and completed hours and will count toward the maximum timeframe.

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

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

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

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

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

**Financial Aid Warning:**

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

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

**Financial Aid Probation:**

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

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

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

### **Procedure:**

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

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

### **Reestablishing Eligibility:**

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

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

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

1. A written statement from student which documents:
  - The reason(s) for failure to meet the standards of academic progress for financial aid eligibility.

- What has changed in the student's situation that would allow the student to bring their academic progress up to required standards.
2. A letter or academic plan from the SPC and/or the Assistant/Associate Dean of Student Affairs. The academic plan must ensure that the student is able to meet SAP standards by a specific point in time.

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

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

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

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

## **Student Health Insurance**

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

student who has a lapse of health insurance coverage will be summarily removed from classes and/or clerkships and may be subject to dismissal.

For additional information and updates please reference the RVU website at <https://www.rvu.edu/financial-aid/>.

## Tuition and Fees

Tuition for MCOM for 2025-2026 \$69,736. The following annual fees will also apply to all COM students:

### Student Health Insurance

- **OMS I to OMS III: \$5,310\***

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

# Doctor of Osteopathic Medicine (RVUCOM)

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## Introduction

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## General Information

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### A Message from the Dean



Welcome to Rocky Vista University College of Osteopathic Medicine (RVUCOM). The following pages describe our unique curriculum and the policies that will guide you on your journey to becoming an Osteopathic physician. I can think of no other profession that is as personally and intellectually rewarding.

Our medical school curriculum at Rocky Vista University will help you prepare for your future as a practicing Osteopathic physician in every way, including working with culturally diverse patients and communities. You will receive both “high tech” and “high touch” training that will lead to a solid foundation in the practice of Osteopathic medicine.

RVUCOM students assimilate the knowledge and skills required to prepare them for any field of medicine they wish to pursue. Our graduates distinguish themselves in the delivery of the highest quality of medical practice.

The faculty and staff of Rocky Vista University College of Osteopathic Medicine are committed to your medical

education. We invite you to join us in this journey that will lead you to an exciting, demanding, and ultimately rewarding career of service to others, promoting health, and curing disease throughout the nation and throughout the world.

#### **Heather P. Ferrill DO, MS MedL**

*Vice President of Faculty Affairs and Dean of Rocky Vista University College of Osteopathic Medicine*

## Program Leadership

#### **Heather Ferrill, DO, MS MedL**

Dean of RVUCOM, Colorado and Utah campuses  
Vice President of Faculty Affairs  
Professor of Osteopathic Medicine

- MS Medical Education and Leadership (MEdL), University of New England College of Osteopathic Medicine
- DO, Michigan State University College of Osteopathic Medicine

#### **Laura Rosch, DO, CS, MS, FACOI**

Campus Dean, Utah Campus  
Associate Professor, Internal Medicine

- DO, Chicago College of Osteopathic Medicine
- MS, Nutritional Science, University of Illinois

#### **Stephen Miller, DO, MPH, FACOPF**

Senior Associate Dean of Clinical Education, Colorado, Montana, and Utah campuses  
Associate Professor of Family Medicine and Osteopathic Principles and Practice

- DO, Philadelphia College of Osteopathic Medicine
- MPH, Tufts University School of Medicine

#### **Matthew McEchron, PhD**

Associate Dean of Preclinical Education and Program Assessment  
Professor of Neuroscience

- PhD, University of Miami

#### **Jennifer Montemayor, PhD**

Assistant Dean of Preclinical Education Curriculum Management

Professor of Physiology

- PhD, Ohio University

#### **Christopher LaFontano DO**

Assistant Dean of Osteopathic Integration  
Assistant Professor Osteopathic Principles and Practice

- DO, University of New England College of Osteopathic Medicine

**Dean Gubler DO, MPH, FACS, FCCM**

Director Military Medicine

Professor of Surgery and Military Medicine

\* DO, Des Moines University College of Osteopathic Medicine

\* MPH, University of Washington

**Jani Kovach, PhD**

Director of Preclinical Education (RVUCOM-CO)

- PhD, Education and Higher Education Leadership, Capella University

**Carol Wagner**

Director of Preclinical Education (RVUCOM -UT)

\* MA, Cincinnati Christian University

\* MDiv, Cincinnati Christian University

**Angela Branda, DO**

Chair, Department of Osteopathic Principles and Practice

Assistant Professor OPP

- DO, Ohio University Heritage College of Osteopathic Medicine

**Ian George, PhD**

Chair, Clinical Anatomical Sciences Department

Assistant Professor of Structural Medicine

Director of Graphic Novels and Medicine Elective

- PhD, University of Missouri
- MA, Florida Atlantic University
- MS, Florida Atlantic University

**Nicole M. Michels, PhD**

Chair, Department of Medical Humanities

Associate Professor of Physiology

- PhD, University of Nebraska Medical Center

**Mark Payton, PhD, MS**

Chair, Biomedical Sciences Department

Professor of Biomedical Sciences

- PhD, Oklahoma State University
- MS, Oklahoma State University

**Joseph M. Stasio, DO, FACOPF**

Chair, Department of Primary Care

Professor of Family Medicine

Medical Director of PA Program

- DO, Southeastern University of Health Sciences College of Osteopathic Medicine

**Mark Wardle, DO**

Chair, Department of Tracks and Special Programs

Assistant Professor of Primary Care

Director of Global Medicine Track (RVU-SU)

Director of Medical Spanish Elective

- DO, Touro University College of Osteopathic Medicine

**Melissa Henderson, PhD**

Vice Chair, Department of Biomedical Sciences

Associate Professor of Biomedical Sciences

- PhD, East Carolina University

**Anthony Pappas PhD**

Vice Chair, Department of Anatomical Sciences

Assistant Professor, Anatomy

- PhD Neuroscience, University of Vermont

**Kristin Putnam, DO**

Vice Chair, Department of Osteopathic Principles and Practice

Assistant Professor of OPP

- DO, University Of New England College of Osteopathic Medicine

## Academic Calendar

### Fall 2024 Semester

- **OMS I and II Classes:**  
July 22, 2024 - December 16, 2024
- **OMS III Clinical Clerkships:**  
July 8, 2024 - December 20, 2024
- **OMS IV Clinical Clerkships:**  
June 17, 2024 - November 29, 2024

### Spring 2025 Semester

- **OMS I and II Classes:**  
January 6, 2025 - June 9, 2025
- **OMS III Clinical Clerkships:**  
January 3, 2025 - June 13, 2025
- **OMS IV Clinical Clerkships:**  
December 2, 2024 - May 2, 2025

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

### Other Dates:

- **Labor Day (no classes): September 2, 2024**
- **Thanksgiving Holiday (no classes OMS I and OMS II): November 28 - 29, 2024**

- **Winter Break (no classes OMS I and OMS II): December 17, 2024 - January 3, 2025; OMS III December 21, 2024 - January 6, 2025**
- **Martin Luther King, Jr. Day (no classes OMS I and OMS II): January 20, 2025**
- **President's Day (no classes OMS I and OMS II): February 17, 2025**
- **Spring Break (no classes OMS I and OMS II): March 10 - 14, 2025**
- **Commencement: Utah (TBD); Colorado (TBD)**

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

## Introduction

# Doctors of Osteopathic Medicine (DO)

Osteopathic medicine, established in the United States in the 1860s by Dr. Andrew Taylor Still, is a distinctive form of healthcare that emphasizes a holistic body-mind-spirit approach. Doctors of Osteopathic Medicine (DOs) are fully licensed physicians authorized to practice medicine and surgery in all 50 states. While DOs are represented in every medical specialty, they have traditionally emphasized primary care.

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

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

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

1. The body is a unit; the person is a unity of body, mind, and spirit.
2. The body is capable of self-regulation, self-healing, and health maintenance.
3. Structure and function are reciprocally interrelated.

4. Rational treatment is based on an understanding of these principles: body unity, self-regulation, and the interrelationship of structure and function.

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

## Osteopathic Oath

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

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

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

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

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



# Program Learning Outcomes

The RVUCOM curriculum is designed and organized around the seven AOA Core Competencies, which have been adapted to create the RVUCOM Program Learning Outcomes (PLOs).

## Rocky Vista University College of Osteopathic Medicine Program Learning Outcomes:

- PLO 1 Osteopathic Philosophy/Osteopathic Manipulative Medicine: Apply osteopathic principles and practices to patient care.
- PLO 2 Medical Knowledge: Apply knowledge of biomedical sciences to clinical medicine.
- PLO 3 Patient Care: Perform comprehensive patient care utilizing best practices of osteopathic medicine.
- PLO 4 Interpersonal & Communication Skills: Utilize effective communication skills to support positive patient-centered and inter-professional relationships.
- PLO 5 Professionalism: Uphold principles of the RVU Osteopathic Oath (Demonstrate professional behavior).
- PLO 6 Practice-Based Learning & Improvement: Evaluate patient-care practices through critical thinking using evidence-based medical principles.
- PLO 7 Systems-Based Practice: Analyze health systems science to deliver individualized patient care.

RVUCOM has aligned developmental milestones with RVUCOM's PLOs to help guide students as they progress on their journey to graduation. As students move through the four-year curriculum, they should aim to meet these milestones. Faculty should design parts of the curriculum and assessments that help students gauge their progress in relation to these milestones.

The goal of these milestones is to provide faculty and students with a longitudinal guide for student development and curricular evaluation. The milestones on the following pages are specific to each PLO and are organized according to Years 1-4 of the RVUCOM curriculum. For example, the list of behaviors under Year 1 of PLO 1 are the behaviors/outcomes that we expect our students to be able to perform at the end of Year 1 of the curriculum. It is important to note that these milestones were meant to be a guide for the curriculum.

## Program Learning Outcomes Competencies and Milestones Crosswalk

### Competencies and Milestones for PLO1: Apply osteopathic principles and practices to patient care

## (Osteopathic Philosophy/Osteopathic Manipulative Medicine)

| AOA Competency   | Pre-Clerkship Year 1  | Pre-Clerkship Year 2   | Clerkship Year 3  | Clerkship Year 4   |
|--|---|--|---|--|
| OPOMM1: Approach the patient with recognition of the entire clinical context, including mind-body and psychosocial interrelationships  | Students are expected to:   | Students are expected to:  | Communicate with patients, and with attendings in the clinical setting and written SOAP note format, integrating osteopathic content and nomenclature.  |  |
| OPOMM2: Use the relationship between structure and function to promote health.   | Accurately and efficiently evaluate the human body using an osteopathic perspective and perform an  | Perform OMT modalities appropriate for specific patient populations and conditions.  | Using the skills demonstrated in Years 1 and 2, students are expected to:   | Using the skills demonstrated in Years 1-3, students are expected to:  |
| OPOMM3: Use OPP to perform competent physical, neurologic, and structural examinations incorporating analysis of laboratory and radiology results, diagnostic testing, and physical examination. | Accurately diagnose somatic dysfunction in the following areas: upper and lower extremities, innominates (pelvis), sacrum, vertebral  | Apply evaluation, diagnosis and applications skills for the following modalities (in addition to all modalities taught in year 1): Balanced Ligamentous Tension (BLT), Facilitated Positional Release (FPR), Still | Evaluate and treat patients with OMT, and log that information, focusing on the core clerkships (Family Medicine, Surgery, Women's Health, Behavioral health, Pediatrics, Internal Medicine). | Evaluate and treat patients with OMT, and log that information, focusing on clerkships that align with their chosen medical specialty. |
| OPOMM4: Diagnose clinical spine conditions and plan patient care.  | (lumbar, thoracic, cervical), ribs.   | Technique, visceral technique, OCM, and Chapman's points.  | Communicate with patients and health care professionals the value of osteopathically centered care, including OMT   | Communicate with patients and health care professionals the value of osteopathically centered care, including OMT                      |
| OPOMM5: Perform or recommend OMT as part of a treatment plan.  | Demonstrate proficiency in the application of the following osteopathic manipulative treatments: High Velocity-Low Amplitude (HVLA), Muscle Energy (ME), Counterstrain (CS), Myofascial Release (MFR), Articular Technique (ART), Soft Tissue (ST). | Integrate osteopathic philosophy, and integrate an osteopathic physical exam in the clinical setting on a diverse population.  |   |  |
| OPOMM6: Communicate and document treatment details.  |   |  |   |  |
| OPOMM7: Collaborate with OMM specialists and other health care providers to maximize patient treatment and outcomes, as well as to advance osteopathic manipulation research and knowledge       |   | Devise an osteopathically centered treatment plan in the clinical setting, including OMT when appropriate.   |   |  |

OPOMM8:  
Evaluate the  
medical  
evidence  
concerning the  
utilization of  
osteopathic  
manipulative  
medicine

## Competencies and Milestones for PLO 2: Apply knowledge of biomedical sciences to clinical medicine.

### (Medical Knowledge)

| AOA Competency   | Pre-Clerkship   | Pre-Clerkship   | Clerkship   | Clerkship   |
|--|---|---|---|---|
|  | Year 1  | Year 2  | Year 3  | Year 4  |
|  | Students are expected to:   | Students are expected to:   |   |   |
| MK1: Articulate basic biomedical science and epidemiological and clinical science principles related to patient presentation in all systems.             | Demonstrate sufficient knowledge of the molecular and cellular basis of all human systems.<br><br>Demonstrate sufficient knowledge of the normal gross anatomy, embryology, and physiology for all human systems. | Demonstrate sufficient levels of knowledge for normal and abnormal gross anatomy, embryology, histology, physiology, and pharmacology for all human systems.<br><br>Demonstrate diagnostic and treatment strategies for infectious agents in a standardized patient setting | Students are expected to:<br><br>Apply knowledge of normal and abnormal anatomy, physiology and pharmacology to diagnostic and treatment strategies in the patient care settings of the required clerkship rotations while including osteopathic principles and practice. | Students are expected to:<br><br>Apply knowledge of normal and abnormal anatomy, physiology and pharmacology to diagnostic and treatment strategies in the patient care settings of targeted career-interest specialties while including osteopathic principles and practice. |
| MK2: Apply current best practices in osteopathic medicine by using reliable medical evidence and informatics.  | Demonstrate sufficient knowledge of how microbial and infectious agents affect normal physiology, and the fundamental diagnostic and treatment strategies for these infectious agents.                            | Apply knowledge of normal and abnormal gross anatomy, histology, embryology, physiology, and pharmacology to real and simulated patient vignettes, resulting in potential diagnoses, treatment plans, and likely health outcomes from those plans.                          | Continue to acquire and integrate new medical knowledge into the clinical practice setting.   | Continue to acquire and integrate new medical knowledge into the clinical practice setting.   |
| MK3: Apply evidence-based guidelines and use scientific concepts to evaluate, diagnose, and manage clinical patient presentations and population health. |   |   |   |   |
| MK4: Use guidelines and scientific evidence to outline preventive strategies across stages of the life cycle   | Apply knowledge of normal gross anatomy, embryology, histology, and physiology in a standardized patient setting while including  |   |   |   |

Apply knowledge of normal and abnormal gross anatomy, histology, embryology, physiology and pharmacology to diagnostic and treatment strategies in a standardized patient setting while including osteopathic principles and practice.

Identify sociocultural factors related to multiple disease manifestations

osteopathic principles and practice.

Acknowledge sociocultural factors related to disease manifestations.

## Competencies and Milestones for PLO3: Perform comprehensive patient care utilizing best practices of osteopathic medicine. (Patient Care)

| AOA Competency  | Pre-Clerkship   | Pre-Clerkship  | Clerkship  |
|---|---|--|--|
|   | Year 1  | Year 2   | Year 3   |
| PC1: Gather accurate data related to the patient encounter.   | Students are expected to:<br><br>Obtain and interpret a comprehensive patient history including the patient's medical, family and social history. | Students are expected to:<br><br>Obtain a focused physical examination on a patient pertinent to their presenting complaint. | Students are expected to perform the following behaviors with only minimal prompting from the preceptor or attending:<br><br>Clinical Reasoning and Judgement skills |
| OPOMM2: Use the relationship between structure and function to promote health.                        |   | Demonstrate advanced interpersonal communication skills with patients and the interprofessional team.                        | 1. Gather a history and perform a physical examination, including structural, pertinent to the given history   |
| PC2: Develop a differential diagnosis appropriate to the context of the patient setting and findings. | Perform an effective and appropriate physical examination based on the patient's signs and symptoms.  | Produce an adequate and relevant differential diagnosis and management plan after a standardized patient encounter.          | 2. Create a differential diagnosis meaningful to the clinical situation  |
| PC3: Implement essential clinical procedures.   | Organize, document and present information effectively in a SOAP or Procedure note.   | Demonstrate accurate diagnostic and management choices and patient education   | 3. Recommend and interpret common testing within the context of a given clinical situation   |
| PC4: Form a patient-centered, interprofessional, evidence-based management plan.                      | Perform and verbally communicate basic medical procedures.  |  |  |
| PC5: Health promotion and   |   |  |  |

|   |   |  |   |  |
|---|---|--|---|--|
|   |   |  | 4. Generate treatment plans relevant to the clinical situation  |  |
|   |   | related to a standardized patient visit.   | 5. Document encounters appropriately  |  |
|   |   | Demonstrate an ability to successfully work in interprofessional health care teams.  | 6. Perform an oral presentation of a clinical encounter concisely   |  |
|   |   | Incorporate professional, ethical, psychosocial, economic and cultural issues into standardized patient encounters.  | 7. Ask questions that lead to the acquisition of clinical knowledge that advances a patient's care which includes informatics and evidence-based medicine (EBM) |  |
|   |   | Incorporate foundational medical knowledge and evidence-based care into individualized patient management in standardized patient encounters.                          | 8. Handoff and receive patients in the transition of care appropriately and with empathy  |  |
| disease prevention (HPDP)                                     | Interact and develop rapport with patients using professional, ethical, and compassionate behaviors and attitudes | Demonstrate a working knowledge of, and skill for, selected diagnostic and therapeutic procedures in a lab setting.  | 9. Work collaboratively and respectfully with all care team members, patient families, and others   |  |
| PC6: Documentation, case presentation, and team communication |   | Demonstrate documentation skills for patient history, physical examination, assessment and treatment.  | 10. Triage a patient to appropriate levels of care  |  |
|   |   | Perform an organized and structured verbal presentation of a standardized patient case including history, physical exam, differential diagnosis and treatment options. | 11. Can appropriately articulate the requirements for a typical informed consent  |  |
|   |   | Demonstrate understanding of basic skills in bedside ultrasound.   | 12. Perform procedures and physical exam skills, including OMT, recognized as necessary for an entry-level resident physician                                   |  |
|   |   |  | 13. Recognize system failures   |  |

and contribute to improvements at a novice level

### Competencies and Milestones for PLO 4: Utilize effective communication skills to support positive patient-centered and inter-professional relationships. (Interpersonal & Communication Skills)

| AOA Competency   | Pre-Clerkship Year 1  | Pre-Clerkship Year 2  | Clerkship Year 3   | Clerkship Year 4  |
|--|---|---|--|---|
|  | Students are expected to:   | Students are expected to:   |  | Students are expected to:   |
| ICS1: Establish and maintain the physician-patient relationship  | Use professional, ethical, and compassionate practices and attitudes to interact with and build rapport with faculty, student colleagues, staff, patients, and interprofessional colleagues.        | Demonstrate an understanding of the roles and responsibilities of health care team members.   | Students are expected to: Demonstrate collaborative and respectful working relationships with patients, families, and health care team members       | Demonstrate an understanding of one's own role and the roles of other health care team members across various complex health care scenarios |
| ICS2: Conduct a patient-centered interview   | Develop communication strategies that foster rapport-building, inclusion, and equity with standardized patients, faculty, and health care team members from a variety of backgrounds, and cultures. | Demonstrate effective communication with standardized patients of diverse backgrounds, languages and cultures                               | Communicate effectively with health care team members, patients, and families across diverse backgrounds, languages and cultures                     | Anticipate and respond professionally to one's own and other peoples' emotions in all clinical situations regardless of complexity.         |
| ICS3: Demonstrate effective written and electronic communication in dealing with patients and other health care professionals. | Use communication strategies that build therapeutic alliances, promote inclusive excellence, and equity.  | Demonstrate shared decision-making in a standardized patient encounter involving a medial issue with low complexity medical issue/ concern. | Demonstrate shared decision-making and communication strategies involving a patient encounter regardless of the complexity of the patient's illness. | Demonstrate individual and professional self-growth by critically reflecting on emotional experiences.                                      |
| ICS4: Work effectively with other health professionals as a member or leader of a health care team                             | Deliver a well-organized and structured presentation of a standardized patient case including history, physical exam, differential diagnosis and  | Deliver an organized verbal presentation of a patient encounter and adapt communication to the context and audience.                        | Adjust clinical presentations and communications to different audiences and contexts without prompting.  | Demonstrate awareness of behavioral and emotional cues emitted by one's self and of others'.  |

|   |   |  |  |  |  |   |  |  |  |
|---|---|--|--|--|--|---|--|--|--|
| treatment options to healthcare professionals of various disciplines.   | Demonstrate an understanding of one's own role and the role of others in different health care teams and settings.            |  |  |  | respect, compassion, probity, honesty, and trustworthiness.  | Demonstrate punctuality and preparedness for all professional and educational situations  | patients, families and team members) with the needs of oneself.  |  |  |
| Demonstrate an understanding of one's own role and the roles of others during small group interactions involving peers, physicians, and other health professionals. | Write a clinical note in a timely fashion that is accurate, complete, and well organized.                                     |  |  |  | P3: PRIMACY OF PATIENT NEED - Demonstrate responsiveness to the needs of patients and society that supersedes self-interest  | Display professional dress, hygiene, language, demeanor, and behavior in all professional and educational situations  | Demonstrate a commitment to ethical clinical practice and social justice   |  |  |
| Demonstrate awareness of behavioral and emotional cues emitted by one's self and of others'.  | Anticipate and respond professionally to one's own and other peoples' emotions in clinical situations of moderate complexity. |  |  |  | P4: ACCOUNTABILITY – Demonstrate accountability to patients, society, and the profession, including the duty to act in a response to the knowledge of professional behavior of others.   | Demonstrate respect for patients, families, and team members irrespective of race-ethnicity, gender, sexual identity, religion, disabilities or socioeconomic status. | Demonstrate an ability to respond to medical errors and recognize health care disparities.   | that promote overall health and wellness, healthy responses to stress.   | the community level.   |
| Demonstrate minimal level of competence in all four IPEC core competencies (roles/responsibilities, teamwork, interprofessional communication, and values/ethics)   | Communicate lessons learned as new emotional experiences are encountered.   |  |  |  | P5: CONTINUOUS LEARNING - Attain milestones that indicate a commitment to excellence, as, for example, through ongoing professional development as evidence of a commitment to continuous learning. Work effectively with other health professionals as a member or leader of a health care team | Recognize one's own stress and respond appropriately using resources to promote wellness and professionalism  | Respect patient autonomy and maintaining patient appropriate boundaries.   | Demonstrate accountability, reliability, and follow-through, in interactions with patients, families, and colleagues. This includes interpersonal and electronic communications, and proper health record documentation. | Demonstrate a commitment to the education of peers, students, patients, families and other health care professionals in efforts to improve patient care. |
|   |   |  |  |  |  | Develop strategies to recognize and address ambiguities in patient care.  | Collaborate and learn from other team members irrespective of their race, age, ethnicity, gender, sexual identity, religion, disabilities or socioeconomic status. | Demonstrate honest self-reflection and open communication with supervisors.  | Demonstrate self-reflection and awareness of one's professional identity as a physician  |

## Competencies and Milestones for PLO 5: Uphold principles of the RVU Osteopathic Oath. (Professionalism)

| AOA Competency   | Pre-Clerkship  | Pre-Clerkship   | Clerkship   | Clerkship  | Team  |  |  |   |   |
|--|--|---|---|--|---|--|--|---|---|
|  | Year 1   | Year 2  | Year 3  | Year 4   |   |  |  |   |   |
| P1: KNOWLEDGE – Demonstrate knowledge of the behavioral and social sciences that provide the foundation for the professionalism competency, including medical ethics, social accountability and responsibility, and commitment to professional virtues and responsibilities. | Students are expected to: Exhibit respect, empathy, compassion, honesty, and integrity when interacting with patients, families, colleagues, and teams | Students are expected to: Demonstrate empathy, compassion, and integrity when interacting with others, even when challenged by stressful situations and perspectives that differ from your own. | Students are expected to: Demonstrate an ability to understand when the needs of others should be prioritized over one's own needs. | Students are expected to: Demonstrate an ability to embrace ambiguity during patient care and situations where resources are limited | P6: ETHICS - Demonstrate knowledge of and the ability to apply the ethical principles in the practice and research of osteopathic medicine, particularly in the areas of provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices, the conduct of research, and the reporting of research results. | Demonstrate ethical clinical practice by maintaining patient confidentiality, responding appropriately to medical errors, and using electronic communications appropriately. | Practice strategies to promote wellness of self and others.                                  | Exhibit compassion and empathy toward patients, families, and team members on a consistent basis. | Demonstrate a consistent pattern of seeking additional help or supervision when needed. |
| P2: HUMANISTIC BEHAVIOR – Demonstrate humanistic behavior, including   | Exhibit strategies to address challenges that might arise when one's own needs are in conflict with others.  | Demonstrate an ability to balance the needs of others (e.g.,  | Demonstrate the health use of resources and practices   | Demonstrate a commitment to improve outcomes   | P7: CULTURAL COMPETENCY -   | Demonstrate self-directed lifelong learning and actively contribute to the education of peers.   | Seek and accept help in dealing with challenges and ambiguities encountered in patient care. | Demonstrate an ongoing commitment to appropriate education of peers, patients, families and       |   |

Demonstrate awareness of and proper attention to issues of culture, religion, age, gender, sexual orientation, and mental and physical disabilities.

P8: PROFESSIONAL AND PERSONAL SELF-CARE - Demonstrate understanding that he/she is a representative of the osteopathic profession and is capable of making valuable contributions as a member of this society; lead by example; provide for personal care and well-being by utilizing principles of wellness and disease prevention in the conduct of professional and personal life.

P9: HONEST, TRANSPARENT BUSINESS PRACTICES

other health care professionals.

Adhere to professional standards at the administrative and institutional level in order to maintain personal, patient and public safety.

integrating research evidence into clinical practice.

PBLI4: Critically evaluate medical information and its sources, and apply such information appropriately to decisions relating to patient care.

PBLI5: Describe and apply systematic methods to improve population health.

evidence in simulated patients

Develop an understanding of social determinants of health as a factor in evidence-based medicine

Apply basic principles of biostatistics including the interpretation of diagnostic testing and screening.

Obtain performance data on one's self. Identify and reflect on personal biases, and strengths and weaknesses

Demonstrate the ability to gather and deliver relevant information to problem solve with students and faculty.

evidence and information with patients

Articulate the differences between clinical and statistical significance

Obtain performance data on one's self. Identify and reflect on personal biases, and strengths and weaknesses. set individual learning and improvement goals to overcome biases and limitations.

Develop practices to acquire information to address gaps in knowledge, skills and attitudes.

Demonstrate the ability to gather and deliver relevant information to problem solve with students, faculty, and simulated patients.

Demonstrate a consistent pattern of seeking updated knowledge, guidelines, and treatments available for the care of patients.

relevant information to problem solve with students and faculty in a clinical setting.

Contribute to a culture of openness to and appreciation of feedback among clinical team members.

Actively solicit feedback and guidance from faculty, peers, team members for self-improvement.

Engage in ongoing critical reflection to identify biases, strengths, and gaps in knowledge.

Demonstrate the pursuit of and use of appropriate evidence and guidelines to support safe and cost-effective decision-making in patient care.

Demonstrate a consistent pattern of identifying gaps in knowledge and seeking information from reputable sources to support lifelong learning

## Competencies and Milestones for PLO 6: Evaluate patient-care practices through critical thinking using evidence-based medical principles. (Practice-Based Learning & Improvement)

| AOA Competency   | Pre-Clerkship<br>Year 1   | Pre-Clerkship<br>Year 2   | Clerkship<br>Year 3   | Clerkship<br>Year 4   |
|--|---|---|---|---|
| PBLI1: Describe and apply evidence-based medical principles and practices. Interpret features and meanings of different types of data, quantitative and qualitative, and different types of variables, including nominal, dichotomous, ordinal, continuous, ratio, and proportion. | Students are expected to:<br><br>Develop information seeking behavior to support patient care (i.e., Ask, Acquire, Appraise, Apply, Assess) | Students are expected to:<br><br>Locate, appraise, and apply scientific evidence from primary literature and evidence-based guidelines to support simulated patient care. | Students are expected to:<br><br>Locate, appraise, and apply scientific evidence from primary literature and evidence-based guidelines to the care of individual patients | Students are expected to:<br><br>Develop strategies to overcome biases and limitations in one's self and others in order to provide optimal patient care. |
| PBLI2: Evaluate the relevance and validity of clinical research.   | Locate, appraise, and apply scientific and clinical   | Develop skills for communicating  | Demonstrate the ability to gather and deliver   | Demonstrate an understanding of how personal biases and   |
| PBLI3: Describe the clinical significance of and apply strategies for  |   |   |   |   |

## Competencies and Milestones for PLO 7: Analyze health systems science to deliver individualized patient care. (Systems-Based Practice)

| AOA Competency   | Pre-Clerkship  | Pre-Clerkship   | Clerkship   | Clerkship   |
|--|--|---|---|---|
|  | Year 1   | Year 2  | Year 3  | Year 4  |
| SBP1: The candidate must demonstrate understanding of variant health delivery systems and their effect on the practice of a physician and the health care of patients.   | Students are expected to:<br><br>Demonstrate an understanding of the organization, financing, and delivery of health care at the local and national level. | Students are expected to:<br><br>Demonstrate an ability to work with the clinical team to coordinate patient care within a healthcare system.<br><br>Demonstrate an understanding of how to incorporate social determinants of health into disease prevention and health promotion at the patient and population level. | Students are expected to:<br><br>Demonstrate knowledge of the healthcare system and how to coordinate patient care across healthcare systems.<br><br>Demonstrate an understanding of how the finance and delivery of health care at the regional and national level affects patient care. | Students are expected to:<br><br>Demonstrate knowledge of the healthcare system and how to coordinate and transfer patient care across healthcare systems.<br><br>Improve the health of patients and communities by addressing structural inequalities and a lack of access to quality of health care |
| SBP2: Demonstrate understanding of how patient care and professional practices affect other health care professionals, health care organizations, and society.   | Demonstrate an understanding of how these factors affect access to and quality of health care.   | Demonstrate an understanding of strategies for systems-based improvement by identifying needs and proposing systems solutions patient populations.  | Demonstrate an ability to assess the social determinants of health of individual patients in order to optimize prevention and health promotion.   | Demonstrate an ability to assess the social determinants of health of patient populations in order to optimize prevention and health promotion.   |
| SBP3: Demonstrate knowledge of how different delivery systems influence the utilization of resources and access to care.   | Demonstrate an understanding of the variables that impact cost in health care and the strategies that can be used to reduce cost.                          | Demonstrate an understanding of health equity and the factors that lead to inequalities in access to quality health care.   | Demonstrate an ability to identify risks to patient safety and apply strategies to deliver safe and effective patient care.   | Use a team-oriented approach to engage in continuous improvement of the quality and value of care for individual patients and populations   |
| SBP4: Identify and utilize effective strategies for assessing patients.  |  |   |   |   |
| SBP5: Demonstrate knowledge of and the ability to implement safe, effective, timely, patient-centered, equitable systems of care in a team-oriented environment to advance populations' and individual patients' health. | Demonstrate knowledge of strategies to improve patient safety among the health care team.  |   |   |   |

# Admissions

## Application Process

(Colorado, 8401 S. Chambers Rd., Englewood, CO 80112 and Utah, 255 E. Center St., Ivins, UT, 84738, Locations)

RVUCOM participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) for the receipt and processing of applications. Applications are submitted electronically through [AACOMAS](#). There is a single designation for RVUCOM for both the Colorado and Utah campuses. Candidates will select their preference for the location they would like to attend on the application and will also have an opportunity to select to be considered for the other location as well. AACOMAS processes applications within approximately 3-6 weeks. This timeframe may vary depending on the time it takes to receive an applicant's transcripts and the volume of applications being processed. Applications are evaluated on a rolling basis, therefore it is in an applicant's best interest to apply early in the process. Once an applicant's AACOMAS application is received, it is evaluated to determine if the minimum requirements have been met.

Applicants meeting the minimum requirements will receive an email containing instructions for submitting the supplemental application and fee. Candidates will select their campus of choice in the supplemental questions within the AACOMAS application and can opt to have their application considered for the other campus if they are not considered for their preferred campus. Candidates who initially do not meet the minimum academic requirements are welcome to resubmit updated information through AACOMAS. Candidates resubmitting qualifying information will then be invited to proceed through the process upon verification that the minimum requirements have been met. Applicants awarded an AACOMAS fee waiver will be granted a fee waiver for RVUCOM's supplemental fee. Fee waivers will also be granted for active duty military, veterans, as well as immediate family members.

An applicant's file is considered complete upon the receipt of the AACOMAS application, supplemental application, processing fee, and letters of recommendation (letters submitted with applications from previous years will not be transferred). Be aware that we will only consider the maximum number of letters submitted through AACOMAS. We are not able to accept letters of recommendation sent directly to RVUCOM, or from any other letter service such as Interfolio, or VirtualEvals.

For submission instructions on the fee waiver, [visit here](#)

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

## Requirements for Admission

*(Colorado and Utah Locations)*

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

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

The minimum requirements for admission include:

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

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

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

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

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

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

## Interview Process

*(Colorado and Utah Locations)*

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



will be evaluated post-interview by the RVUCOM Admissions Committee with the final decision made by the Dean.

The Admissions Committee meets at least once a month to make a recommendation to the Dean relative to each applicant's status. The recommendation can be to offer an acceptance, to place the applicant on the alternate list, or to deny admission. The final decision will be made by the Dean.

## Matriculation Process

*(Colorado and Utah Locations)*

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

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

Please see website or AACOMAS site for a list of acceptable agencies. These agencies include:

- **World Education Services, Inc.**  
(212) 966-6311
- **AACRAO**  
(202) 296-3359
- **Educational Credential Evaluators, Inc.**  
(414) 289-3400
- **Josef Silny & Associates, Inc.**  
(305) 273-1616

- Official evaluations must be included with the AACOMAS application and, in the case of a degree earned, the evaluation must reflect that the degree is equivalent to a degree earned at a regionally accredited US college or university.
- Any other requirements set forth in the matriculation agreement.

## Request for Deferment

*(Colorado and Utah Locations)*

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

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

1. Student's full name and contact information, including current phone number, address, and email.

2. The reason for the deferral request, along with relevant supporting documentation (e.g., medical documentation, official military orders, etc.).
3. Written commitment to the start date for the next enrolled class start date.
4. All deferral requests will be reviewed by the Program Admissions Leadership; if eligibility is determined, requests may be presented to the appropriate Dean or Program Director for a final decision. A decision will be communicated to the student in writing within 30 days of the request submission.
5. Requests may not be considered if received less than 30 days prior to the program's start.
6. Exceptions to requests may be approved by Program Deans or Directors.

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

#### **Requirements to Confirm Deferral:**

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

## **Transfer of Credit Requests**

*(Colorado and Utah Locations)*

Each medical school's curriculum is unique and based upon that school's longitudinal timetable; leveraging course work that builds upon previously learned precepts. In alignment with established practice in graduate medical education, Rocky Vista University does not recruit transfer students or accept transfer credit from other institutions except as specifically outlined below. The Transfer of Credit policy outlined applies to all RVU campus locations.

Limited circumstances may warrant a student enrolled in a college of osteopathic medicine to seek transfer to another institution. Only credits from medical schools and colleges accredited by the American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA) will be considered. RVU will not consider transfer requests from students enrolled in a foreign medical school or LCME accredited program.

- Transfers from one college of osteopathic medicine to another shall require that at a minimum the last two years of instruction be completed within RVU.
- Transfer may be considered, and transfer credits may be given only if the student is in good standing and eligible for readmission to the college of osteopathic medicine attended.
- Credit is only given for completed courses with grades of 70 percent (C) or greater.
- RVU transcripts will reflect the cumulative credit hours transferred in from the previous medical school. Information regarding grades or class rank from the previous school will not be reflected on the RVU transcript.
- Students who transfer into RVU will not receive a class rank.

Anyone wishing to request a transfer to RVU must:

- Provide a written statement outlining reasons for the request for transfer, to be sent to the Vice President of Enrollment Management.
- Provide a letter from the Dean of the transferring institution verifying that the student is in good standing and is eligible to continue.
- Submit a copy of their AACOMAS application.
- Meet all admission requirements to Rocky Vista University's Doctor of Osteopathic program.
  - Submit official transcripts of all college work, including transcripts from the medical school showing the successful completion of the first two years.
  - Submit MCAT scores and letters of recommendation.
- Submit national board scores, USMLE Step 1 scores, and pass COMLEX-USA Level 1 prior to starting rotations.
- Pass a background check and drug screen.
- Submit required medical forms.

Decisions regarding transfer are made by the Dean of the appropriate program and will be based on factors including academic record, circumstances leading to the transfer request, available space, and admission standards.

# MSBS Pathway to DO

## Collaborative Admissions Process

### Rocky Vista University/ Utah Rural Health Scholars Early Acceptance Program

*(Utah Location Only)*

RVUCOM's Early Acceptance Program (EAP) offers a provisional early acceptance to highly motivated students enrolled and in good standing with the Utah Rural Health Scholars Program. Students meeting requirements of the program and remaining in good standing in the program will not be required to take the MCAT. Up to 12 students annually may be admitted to RVUCOM through this program.

Students are eligible to apply after the completion of 60 semester hours of coursework (typically the end of their sophomore year). Students must have completed a minimum of 8 semester hours of General Biology 1 and 2 with lab, General Chemistry 1 and 2 with lab, English Composition, plus one writing-intensive course.

For additional information, contact  
admissionsUT@rvu.edu.

### Rocky Vista University/ Colorado State University Department of Biomedical Sciences

**Colorado State University:** RVUCOM will hold up to six (6) seats annually for graduates of Colorado State University's Master of Science in Biomedical Sciences Program. To be considered for admission, candidates must:

- Meet the minimum admissions requirements set forth by RVUCOM;
- Have completed the Master of Science in Biomedical Sciences (1 year) degree requirements at the time of RVUCOM matriculation;

- Have achieved a minimum GPA of 3.4 in the Master of Science in Biomedical Sciences (1 year);
- Complete an AACOMAS application prior to March 15th
- Provide a letter of reference from a physician.

CSU-BMS will provide RVUCOM with a list of the recommended candidates and RVUCOM will make the final decision. CSU-BMS will recommend candidates based on a holistic review of the applicant. Any CSU-BMS candidate who is not selected to participate in the program is eligible to apply to RVUCOM via the traditional process.

### Rocky Vista University and Regis University MSBS Collaboration

RVUCOM will hold up to ten interview seats each year for students graduating from the MSBS program at Regis University. To be eligible for admission, students must:

- Meet the minimum admissions requirements set forth by RVUCOM;
- Be on target for completion of the Regis MSBS degree requirements;
- Achieve a minimum GPA of 3.4 in the Regis MSBS program;
- Inform the Regis MSBS program director of their interest in being considered;
- Demonstrate understanding and interest in osteopathic medicine and preference for RVUCOM's program;
- Receive excellent feedback from their clerkship supervisor;
- Demonstrate professionalism throughout their time at Regis

Students recommended to RVUCOM by Regis will be required to submit an AACOMAS application in June immediately following graduation from the MSBS program. Recommended students will not be required to submit a supplemental application. Interviews will be granted in September. (Note: interview does not guarantee acceptance into RVUCOM.)

# Rocky Vista University/ Western Colorado University

RVUCOM will reserve up to 5 seats per year for students granted conditional acceptance to RVUCOM via the Early Acceptance Program (EAP).

- Candidates will be eligible to apply after the completion of 60-90 semester hours of course work. Students must complete a minimum of 30 credit hours at Western Colorado University before applying.
- Candidates must have completed a minimum of 8 semester hours of Biology (General Biology 1 & 2 with Lab), Cell Biology, General Chemistry 1 & 2, Organic Chemistry 1 & 2, one English Composition course, and one communication course prior to application.
- Candidates must have achieved a minimum science and cumulative GPA of 3.4 on a 4.0 scale. Science GPA will follow the AACOMAS guidelines and will not include grades for math courses.
- Candidates must shadow a physician and provide a letter of recommendation
- Candidates will complete an application by November 1st. Designees from Western Colorado University will conduct preliminary interviews in mid to late November. Initial recommendations will be made and forwarded to RVU. Representatives from RVUCOM will interview candidates on Western Colorado University's campus in December. Candidates will be notified of their provisional acceptance in the program in January and will be expected to attend a meet and greet at the RVU campus in Parker, CO at a date to be determined.
- Candidates must meet with Western Colorado University's health professions advisor at the conclusion of each semester. The advisor will provide an update to RVUCOM regarding the progress of each student. A minimum science and cumulative GPA of 3.4 must be maintained with a minimum grade of "B" in each required course.
- Candidates must submit an AACOMAS application prior to January 1 designating RVUCOM (candidates may not apply to other schools/programs) while in the program.
- Candidates in good standing are NOT required to take the MCAT.

- Candidates must earn a bachelor's degree and complete all requirements prior to matriculation.

## Academic Programs

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### Doctor of Osteopathic Medicine (DO) - RVUCOM

#### Course of Study

The design of the applications-based systems curriculum is based on integrated academic models for the first two years of the curriculum. Each system is studied twice, first with an emphasis on normal form and function in Year 1, followed by an emphasis on the pathophysiology and clinical approach to each system in Year 2. As well, the curriculum highlights interdisciplinary collaboration and guides students to develop an osteopathic approach to medicine. Basic scientific information and methodology is regularly correlated with fundamental clinical application. Students have the potential to participate in the clinical setting during their first year. This clinical exposure expands in the second year, and the students have increased opportunity to interact with standardized patients on campus, as well as be involved, under physician supervision, with real patients in the office and hospital setting.

The COM has a dedicated faculty; established affiliations with medical centers, hospitals, and healthcare systems; a structured and supported rural medicine program; and a mission to educate the finest osteopathic physicians possible. Students are placed at one of the college's regional centers to ensure continuity and coordination of clinical education within the COM's vast and growing clinical training network. Our innovative curriculum is designed to fulfill the COM's mission of training students who are competent and ready to enter graduate medical education and training with an emphasis on becoming primary care physicians.

Physicians do not work alone, but rather as part of a healthcare team, and RVUCOM promotes interdisciplinary cooperation and interprofessional educational opportunities in the classroom and in all of its clinical settings. RVUCOM is dedicated to the incorporation of milestones, competencies, and Entrustable Professional Activities (EPAs) into its curricular framework as outlined by the American Association of Colleges of Osteopathic Medicine (AACOM) and the Association of American Medical Colleges (AAMC).

## Program Learning Outcomes

Based on the American Osteopathic Association (AOA) seven core competencies for osteopathic medical students, the College of Osteopathic Medicine (COM) faculty, staff, and leadership have established the following program learning outcomes for the Doctor of Osteopathic Medicine program:

### Graduates of the Doctor of Osteopathic Medicine Program will:

1. **Apply** osteopathic principles and practices to patient care. (Osteopathic Philosophy/Osteopathic Manipulative Medicine)
2. **Apply** knowledge of biomedical sciences to clinical medicine. (Medical Knowledge)
3. **Perform** comprehensive patient care utilizing best practices of osteopathic medicine. (Patient Care)
4. **Utilize** effective communication skills to support positive patient-centered and inter-professional relationships. (Interpersonal & Communication Skills)
5. **Uphold** principles of the RVU Osteopathic Oath. (Professionalism)
6. **Evaluate** patient-care practices through critical thinking using evidence-based medical principles. (Practice-Based Learning & Improvement)
7. **Analyze** health systems science to deliver individualized patient care. (Systems-Based Practice)

## Clinical Clerkship Degree Requirements

[Click here to review the Clinical Clerkship Degree Requirements](#)

## Preclinical Curriculum

[Click here to review the Preclinical Curriculum](#)

# Curriculum Overview

## Doctor of Osteopathic Medicine (DO) - RVUCOM

### Course of Study

The design of the applications-based systems curriculum is based on integrated academic models for the first two years of the curriculum. Each system is studied twice, first with an emphasis on normal form and function in Year 1, followed by an emphasis on the pathophysiology and clinical approach to each system in Year 2. As well, the curriculum highlights interdisciplinary collaboration and guides students to develop an osteopathic approach to medicine. Basic scientific information and methodology is regularly

correlated with fundamental clinical application. Students have the potential to participate in the clinical setting during their first year. This clinical exposure expands in the second year, and the students have increased opportunity to interact with standardized patients on campus, as well as be involved, under physician supervision, with real patients in the office and hospital setting.

The COM has a dedicated faculty; established affiliations with medical centers, hospitals, and healthcare systems; a structured and supported rural medicine program; and a mission to educate the finest osteopathic physicians possible. Students are placed at one of the college's regional centers to ensure continuity and coordination of clinical education within the COM's vast and growing clinical training network. Our innovative curriculum is designed to fulfill the COM's mission of training students who are competent and ready to enter graduate medical education and training with an emphasis on becoming primary care physicians.

Physicians do not work alone, but rather as part of a healthcare team, and RVUCOM promotes interdisciplinary cooperation and interprofessional educational opportunities in the classroom and in all of its clinical settings. RVUCOM is dedicated to the incorporation of milestones, competencies, and Entrustable Professional Activities (EPAs) into its curricular framework as outlined by the American Association of Colleges of Osteopathic Medicine (AACOM) and the Association of American Medical Colleges (AAMC).

## Program Learning Outcomes

Based on the American Osteopathic Association (AOA) seven core competencies for osteopathic medical students, the College of Osteopathic Medicine (COM) faculty, staff, and leadership have established the following program learning outcomes for the Doctor of Osteopathic Medicine program:

### Graduates of the Doctor of Osteopathic Medicine Program will:

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



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

## Clinical Clerkship Degree Requirements

[Click here to review the Clinical Clerkship Degree Requirements](#)

## Preclinical Curriculum

[Click here to review the Preclinical Curriculum](#)

# Tracks

Tracks are competitive, optional, curricular programs, outside of the core curriculum, offered through the Department of Tracks & Special Programs. Tracks will appear on the student's transcript as a Concentration. There is an application process for all Tracks. The educational objectives and contents of each Track are in addition to the required core curricula and are outlined in the Track syllabi. Students may apply to one or more of the tracks towards the end of their first semester. However, they can only participate in one track. If accepted into a track, students are expected to attend all track classes and related labs in addition to the core curriculum of RVUCOM.

A student will stay in their chosen track through the duration of their education unless they withdraw voluntarily, are withdrawn due to violation of the track requirements, or are in violation of the Code of Student Conduct and Academic Responsibility as presented in the *RVU Student Handbook and Catalog*.

Track applications for OMS I students open near the end of the fall semester. The tracks start in January of the OMS I year and follow the course of the student's education.

Tracks are graded on an Honor/Pass/Fail basis. Each track will have its own requirements for acceptance and what constitutes a Pass or Honor grade. Please refer to each specific track's syllabus for the grading requirements.

Track options may vary at each location. Specific content will vary between tracks on different campuses, but the overall goals and objectives are the same.

Tracks may combine cross-campus and with other tracks when topic content is applicable. Some tracks may also lead to Certificate Programs. Currently the Global Medical Track has a path to earn a Global Health Certificate by completing more rigorous requirements. Additional Certificate Programs for other tracks are currently being explored.

## Academic Medicine and Leadership Track

With the expansion of medical schools and residency programs in the United States there is a growing demand for well-trained academic physicians who will lead in complex and diverse healthcare settings. There is also a need for talented leaders and educators in the osteopathic medical profession as it expands.

Students in this specialty track will learn about various, multi-faceted topics in medical education, organized medicine, health policy, diversity, health disparities, and leadership development. Students will receive training to be an effective public speaker, educator, health advocate, and physician leader. Contemporary health challenges require that leaders understand how to lead teams, understand diverse groups, build coalitions, and be attentive to communities.

## Digital Health Track

The Digital Health Track aims to provide an intensive survey, exposure and clinical education surrounding a multitude of aspects of digital health over two semesters, and into OMS years 3 and 4 which will have a clinical requirement. In total, this will include over 60+ hours of classroom/clinical activities. Our goal is to promote continuity and applicability of education for the students who have been accepted into the DH track program, successfully complete it, and ultimately integrate digital health knowledge into their GME training and health care careers. This track is designed for students who have a strong desire to become leaders in the forefront of this rapidly advancing, innovative approach to healthcare.

Note: you do not need to know how to program or 'code' or have any prior experience in digital health to apply to this track.

## Global Medicine Track

The Global Medicine Track is for those students who have a strong desire to better serve the global community either locally or in an international capacity, whether employed or as a volunteer. This service may be in many areas such as medical care, research, or policy planning and assessment. This track provides a survey, exposure, and clinical education surrounding the multiple aspects of global medicine and public health with a focus on the underserved. It includes 60+ hours of learning over 2 semesters and includes clinical year requirements.

As part of the unique educational opportunities offered in this track, students must be able to handle the extra workload and be willing to participate in off-campus activities, including required international travel. Students must also be aware of the extra costs associated with this track in order to complete the required international clerkships or other global-related

options during their clinical years. These costs will vary depending on the length and type of activities chosen but could range from \$3,000 to \$10,000.

### **Physician-Scientist Track**

The Physician Scientist (PS) Track is an elective course that provides students with additional, specialized training in addition to the core curriculum. Students selected to be a part of the PS program have demonstrated high academic achievement and interest in research. RVU recognizes the importance of research in medicine and clinical practice and encourages both student and faculty involvement in scholarly endeavors - the PS program highlights RVU's commitment to research within the COM.

This course provides students with exposure to the scientific method and the many aspects of conducting independent research, exploring the key components at each step in the scientific process. The types of research highlighted in this course may include basic science, clinical, translational, and medical education research. The students in this track have a strong desire to understand what is required to be a successful principal investigator and may pursue supervised research during track time as part of their career development.

This course will span three semesters of the students' formal education (years 1 and 2), and will be extended to include research rotations during years 3 and 4.

### **Rural and Wilderness Medicine Track**

The goals of the Rural and Wilderness Medicine Track are to identify and foster student interest in eventual medical practice in rural settings. Participants will be given a robust education of procedural skills and clinical knowledge that will better prepare them for rural residency training and practice. The track will also cover wilderness skills including responding to life and limb threatening emergencies. This training includes 60+ hours over 2 semesters utilizing didactics, labs, and various hands-on opportunities. It also requires a minimum of 3 rural rotations in the clinical years.

To be considered for the program, students must demonstrate commitment to rural practice and be capable of handling the extra work load required by the track. Students in the Rural and Wilderness Track will be expected to participate in off-campus activities. During the clinical years, students will train with rural-based medical preceptors in offices, rural critical-access hospitals, or rural health clinics for a minimum of three clinical clerkships.

### **Urban Underserved Track** (Colorado Campus Location Only)

This two-semester enrichment track provides RVUCOM students with the knowledge, skills, and perspective necessary to serve vulnerable and underserved populations with compassion and cultural sensitivity. Through seminars, discussions, and community engagement, students will explore systemic disparities and gain insight into populations such as American Indians/Alaska Natives, Immigrants, Refugees, LGBTQ+ individuals, and those experiencing homelessness.

The course fosters a safe, open learning environment that encourages honest dialogue around health equity, systemic barriers, and advocacy. Students will engage with guest speakers, use reflective media, and engage in collaborative discussions. The track culminates in a final project focused on a selected vulnerable population and proposed strategies to address health disparities.

Topics may include maternal and child health, cultural competency, the opioid crisis, incarceration and healthcare, LGBTQ+ health, health insurance disparities, and the impact of gentrification. Clinical components will take place during the M3/M4 years. This track complements RVU's broader mission by promoting interprofessional collaboration with fields such as nursing, physician assistant studies, and patient navigation.

## **Clinical Electives**

### **Elective Clinical Clerkships**

**Elective Clinical Clerkships** are conducted under the close supervision of preceptors that must include direct patient care. Students are expected to assess patients, formulate differential diagnoses, interpret diagnostic tests, and/or contribute to clinical decision-making in real-time. Procedural skill development, such as suturing, airway management, and invasive diagnostic techniques, requires hands-on practice. These clerkships emphasize immediate patient interaction and observation, ensuring that students acquire the level of competency needed for residency training and independent medical practice. Components of patient care may also be performed and assessed virtually. Each Regional Coordinator will contact their students regarding their interests and identify in-network opportunities based on Preceptor availability. Fulfilling a medical specialty interest may require students to leave their assigned region in order to augment students' preparation for residency training.

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



Fourth-year students are required to complete a minimum of 8 clinical credit hours of clerkships at ACGME approved residency programs, though more are encouraged.

**Prerequisite:** Successful completion of all pre-clinical (Year 1 and Year 2) coursework, and post initial attempt on COMLEX Level 1 with passing score reported to clinical education. No student may be assigned to a family member for the purpose of assessment or evaluation of performance. If the student is inadvertently assigned to a family member, the student must report the relationship to the Assistant Director of Clinical Education Resources.

### Virtual Clinical-Oriented Clerkship

A **Virtual Clinical-Oriented Clerkship** is a RVUCOM faculty-supervised, online learning experience that provides advanced clinically oriented discussion exposure in a specific specialty that does not include active patient care. Eligible for consideration under this special designation are audition virtual electives offered through ACGME accredited residency programs. These clerkships immerse students in specialty-specific topics through case-based learning, faculty-led lectures, journal article reviews, and interactive discussions. Although students do not participate in hands-on clinical care, they develop clinical reasoning, medical knowledge, and professional communication skills aligned with upper-level clerkship expectations through interactive discussion with training site physicians &/or residents.

Students enrolled in a Virtual Clinical-Oriented Clerkship are formally assessed by RVU faculty. Evaluation may include participation, professionalism, critical thinking, and completion of written or oral assignments. Students may earn up to four clinical credit hours during OMSIV that will count towards completion of 32 clinical elective credit hour requirement. upon successful completion. These clerkships offer meaningful opportunities to explore potential specialties, gain insight into program culture and expectations, and demonstrate academic and professional competence—all within a flexible, technology-enhanced learning environment that upholds the rigor of traditional clinical experiences.

**NOTE:** Virtual Clinical-Oriented Clerkships cannot be considered towards the required 8 credits of in-person audition rotations needed to meet graduation requirements.

**Prerequisite:** Successful completion of all pre-clinical (Year 1 and Year 2) coursework, and post initial attempt on COMLEX Level 1 with passing score reported to clinical education. No student may be assigned to a family member for the purpose of assessment or evaluation of performance. If the student

is inadvertently assigned to a family member, the student must report the relationship to the Assistant Director of Clinical Education Resources.

### Elective Requirements

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

- Official transcript
- Letters of Verification

The Department of Clinical Education can provide the following documents:

- Letters of Recommendation
- Liability insurance documentation

Students should also obtain a professional headshot, such as the white coat photo provided by RVU at the beginning of Year One.

## Global Health Certificate

### Certificate Description

The U.S. population has been and continues to be a mixture of peoples from all over the world. Regardless of their specialty, whether students work in the US or overseas, they must understand how their patient's health is affected by not only where they live, but also factors such as socioeconomic status, type of government and healthcare system available to them and culture.

The RVU Global Health Certificate Program introduces students to the art and science of medicine from a global and public health perspective. It consists of classroom experiences, a required international clinical experience and successful completion of a final capstone assignment culminating in a total of 14 credit hours\*. The goal is for students to develop the skills necessary to be successful physicians and to be able to better serve their patients both internationally and in the US.

*\*For specifics on courses required, please contact the Tracks and Special Programs department and/or the director(s) of the Global Medicine Track*

### Certificate Program Learning Outcomes

Upon successful completion of RVU's graduate certificate in Global Health, students will know or be able to do the following:

1. Analyze the global burden of emerging and recurring global medical issues and diseases.

2. Apply global health training and skills to healthcare services for patients from all backgrounds and cultures.
3. Communicate effectively with those from diverse backgrounds and cultures.

**Prerequisite: Completion of all Global Medicine Track preclinical courses**

## Academic Policies

*Note: See Student Handbook for detailed procedures.*

### Grading

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

#### Explanation of Grades

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

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

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

#### Clinical Education

Grading for all OMS III clinical clerkships is based on the Preceptors' Assessment of the Student Doctor, Didactic Participation, and the NBME Subject Exam. In the General Surgery Core Clerkship, the Surgical

Clinical Simulation assessment is included. Final course grades on the student's transcript will only be shown as an Honors ("H"), High Pass ("HP"), Pass ("P"), or Pass with Remediation ("Px") grade.

Grading for clinical electives is based on the Preceptors' Assessment for the Student Doctor and adequate patient encounters. For these courses, an Honors ("H"), Pass ("P") or Fail ("F:") is assigned. Elective grades do not contribute to determining quality points or class rank.

### Academic Standing

A student's academic achievement is reviewed at the end of each semester by the Office of the Registrar.

#### Good Academic Standing

A student is considered to be in good academic standing when they have no more than one outstanding course remediation, have satisfactorily completed all required course work to date, have successfully completed all required Board Exams on schedule, and have achieved the minimum GPA required (term and cumulative, if applicable). All students must have satisfactorily completed all required academic course work, including the OMS III clinical clerkships, and be certified by the Dean before they can sit for any Level 2 national board examinations.

### Academic Warning

Any student who fails one required, preclinical course that has not been successfully remediated will be placed on academic warning. The student will be required to meet with the Director of Preclinical Education (DPCE) and follow a prescribed remediation plan. The academic warning remains in place until successful remediation of the course.

### Academic Probation

Any student who fails two or more preclinical courses, two clinical clerkship, or one COMLEX examination will be placed on academic probation. Students on academic probation are ineligible to hold an office in an RVU student club or organization, serve as a RVU ambassador or tutor, hold any leadership role at RVU, or participate in a fellowship. Students will remain on academic probation and not in good academic standing until the academic deficiency has been successfully corrected.

### Academic Promotion

Promotion is defined as progression from one academic year to the next. A student must satisfactorily

complete all course requirements in the preceding academic year in order to progress to the next academic year and to be considered as making satisfactory academic progress.

### **General Program Advising (Academic)**

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

Clinical education provides students with support through the Clinical Competency Team (CCT). The CCT functions as an academic and clinical career advisory team of the COM to assist students in achieving required clinical milestones for graduation and future success. The CCT advises and aids students in developing an individualized success plan. This plan may include developing time management strategies, study skills, test-taking tips, assessment of specialty options, including relative competitiveness and review of match outcome data, or anything else that may assist students as they progress through their clinical curriculum. The CCT teaches and reinforces decision-making strategies to help students align their qualifications and desires with their preferred specialty, residency program, and career path.

### **OMS I to OMS II**

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

- Successful completion of all required OMS I coursework; and
- Good financial standing with the Office of Student Financial Services; and
- Documentation of current health insurance on file with the Office of Student Financial Services.

### **OMS II to OMS III**

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

- Successful completion of all required OMS I and OMS II curriculum; and
- Updated background check on file with Office of the Registrar; and
- Updated and negative drug screening on file with the Office of the Registrar; and
- Documentation of all required health records on file; and

- Good financial standing with the Office of Student Financial Services; and
- Students must sit for COMLEX Level 1 prior to when their first rotation begins; and
- Students must pass the COMLEX Level 1 before they can advance to their third clerkship.

### **OMS III to OMS IV**

Students who have completed the following requirements will be eligible to be promoted to the rank of OMS IV.

- All OMS III clinical clerkships must be successfully completed by the first day of the OMS IV calendar year. Any exceptions of this requirement must receive explicit approval by the Dean of the College of Osteopathic Medicine; and
- Updated background check on file with the Office of the Registrar; and
- Updated and negative drug screening on file with the Office of the Registrar; and
- Documentation of all required health records (including current PPD) on file with the Office of the Registrar; and
- Good financial standing with the Office of Student Financial Services; and
- Documentation of current health insurance on file with the Office of Student Financial Services.

Students who fail to complete any requirement may not be allowed to engage in audition clerkships until the requirements are completed and they are promoted to the rank of OMS IV.

## **Graduation Requirements for the Doctorate in Osteopathic Medicine**

A student who has fulfilled all the academic requirements may be granted the DO degree provided the student has:

- Satisfactorily completed the curriculum and clerkships at a COCA-accredited college of osteopathic medicine, the last two years of which have been at RVUCOM;
- Completed all academic requirements in no more than six years from the date of initial matriculation at a COCA-accredited college of osteopathic medicine;
- Complied with all the curricular, legal, and financial requirements of the University;
- Passed all RVUCOM-required National Board of Osteopathic Medical Examiners Licensing Examinations;
- Reached at least 21 years of age;

- Demonstrated suitability for the practice of medicine as evidenced by conducting professional behavior, displaying responsibility for patient care, and exhibiting integrity in the conduct of clinical and academic activities;
- Demonstrated compliance with the conduct standards;
- Completed loan exit counseling, if applicable;
- Attended the compulsory portions of senior week, including graduation rehearsal and the graduation ceremony, at which time the degree is conferred and they take the osteopathic oath. Exceptions to the graduation attendance policy must be made in writing to the Associate/Assistant Dean of Student Affairs. If an exception is granted the student must arrange another time to meet with the Dean of RVUCOM, to have their degree conferred and to take the osteopathic oath; and
- Completed the AACOM Survey of Graduating Seniors.

Students must pass all course work, and pass COMLEX Level 2 CE, by May 1st of the senior year in order to be eligible for on-time conferral of their degree. Failure to meet the deadline may result in delayed graduation. Students must complete all the requirements for graduation, including the passing of required examinations within six (6) years of their initial matriculation into the COM, or they may be dismissed from the COM.

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

An osteopathic degree is a professional degree that leads to a license that requires physical conferral. RVUCOM Graduation includes the administration of the Osteopathic Oath, and as such is a required attendance event. Students seeking release from any Graduation related activities, including required graduation week events and the ceremony, must obtain an excused absence from the Associate/Assistant Dean of Student Affairs.

All students participating in the RVUCOM commencement ceremony must conform to the regalia requirements for their degree as set forth in this policy.

Candidates for Doctor of Osteopathic Medicine must wear the official RVUCOM regalia. Additionally, the tam should not be decorated or altered in any way.

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

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

Any exceptions to this policy (such as the use of traditional ceremonial clothing or heritage regalia) must be approved, in writing, by the Associate/Assistant Dean of Student Affairs no later than 30 days prior to the graduation ceremony.

## Tuition and Financial Information

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### Financial Aid

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

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

Current students finance their educational costs with a combination of federal and private loans, scholarships, and their own resources. The financial ability of applicants to complete their education at the University is important because of the limited number of seats available in each class. Applicants should have specific plans for financing each year of education, which include tuition; fees; living expenses; books; equipment; clinical rotation travel; and miscellaneous expenses.

### Types of Aid Available

RVU students may apply for Title IV federal loans, private loans, or scholarships.

Federal loans available to graduate medical students include the Direct Unsubsidized Stafford Loan and the Direct Grad/PLUS Loan. Both loans have fixed interest rates and origination fees. The Grad/PLUS loan also requires that students have no adverse credit history. For more detailed information about federal loans, including the current interest rates, loan fees, and repayment terms, visit the Federal Student Aid website or contact the Office of Student Financial Services.

Private educational loans are also available to students. Private loans may have fixed or variable interest rates and may charge loan origination fees. All will require a credit check, and many may request a cosigner to get a lower interest rate. Students will normally apply for a private loan online at the lender's site. Most private loans will require the school to certify your student status and will send loan funds directly to the school to be applied toward your tuition and fee costs. Private loan applicants should understand that they may qualify for federal Title IV loans, which may have more favorable terms than the provisions of a private educational loan. Students are strongly encouraged to review the interest rates, fees, loan terms, and repayment options described in the promissory note before making a decision to select a private loan.

Students receiving loans for the first time must complete loan entrance counseling and a Master Promissory Note before any funds will be disbursed. In addition, all first-year borrowers must complete internal loan counseling during their first year. Furthermore, there is a second-year loan counseling requirement for all students. Enrolled students are encouraged to meet annually with a financial aid counselor to discuss their cumulative debt and repayment options. All students who have received any type of educational loan must participate in loan exit counseling during their last semester as a requirement for graduation.

The University participates in several scholarships for incoming students, including the Military Health Profession Scholarship Program (HPSP), GI Bill® Benefits, National Health Services Corp, and the Western Interstate Commission for Higher Education (WICHE) scholarships. Each scholarship is described on the RVU website. Other federal, state, and local loan forgiveness and scholarship programs may be available for qualified students.

RVU and the RVU Alumni Association also award scholarships to each incoming class. Descriptions of the scholarship criteria and applications are posted annually, during the spring prior to matriculation, on the University website. Scholarship applicants must complete a separate application and supply all required supporting documentation for individual scholarships by the deadline. Award recipients will be announced in July. Please see the RVU website or contact the Office of Student Financial Services for more information.

**Prior Credit Policy for GI Bill® Recipients:** In accordance with Title 38 USC 3675, all GI Bill® recipients or eligible dependents who use GI Bill® Benefits for this training are required to bring in documentation of all previous training credit and education. GI Bill® recipients are required to submit all prior training transcripts, including military transcripts, to the institution for review. This institution will review all prior credit and maintain a record of such training in the students VA file. VA students' records must be kept for 3 years following the ending date of the last period certified to VA. Referenced law: Title 38 CFR 21.4209(f).

#### **VA Pending Payment Policy:**

"In accordance with section 103, Public Law 115-407, Rocky Vista University will not penalize or limit the participation of students covered under the Chapter 33 Post-9/11 GI Bill® or Chapter 31 Veteran Readiness & Employment (VR&E) while awaiting the payment of tuition and fees by the US Department of Veterans Affairs. The University will not drop covered students for non-payment.

1. To be a covered individual, RVU will require students to self-identify and provide the following documentation:
  1. Certification of Eligibility; or
  2. VA Form 28-1905; and
  3. Request for Extension of Tuition and Fees Deadline Form.
2. If a student fails to send, at a minimum their Certificate of Eligibility, they will not be certified for VA Educational Benefits and will be subject to the standard charges associated with the program they are attending.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.*



#### **How to Apply for Financial Aid**

Students who wish to apply for a loan must complete the Free Application for Federal Student Aid (FAFSA) each year. Students should complete the online FAFSA

and use the RVU school code 042189. RVU does not have a priority deadline, however, students are strongly encouraged to complete their FAFSA prior to April 1st.

The Office of Student Financial Services will determine the financial aid eligibility for each student annually. RVU will receive FAFSA information directly from the Department of Education. In some cases, additional documentation may be required, based upon edits in the FAFSA system or information in the National Student Loan Data System (NSLDS). We may also request other information from students in order to ensure we award financial aid in compliance with federal rules and regulations.

The maximum amount of financial aid any student may receive is the Cost of Attendance (COA). The COA is an estimate of the cost of attending RVU and maintaining a modest but adequate standard living. The COA varies by year in school and is updated annually. Students are strongly encouraged to complete a personal budget and to only borrow the minimum amount needed to cover their actual costs. Many RVU students are able to live on less than the COA by budgeting carefully and reducing their expenses for room, board, personal, and transportation costs. The COA is posted on the RVU website and the MyVista Student Portal.

Students may request an adjustment to their COA for required dependent-care expenses or other applicable expenses. Please contact the Office of Student Financial Services for more information.

The Office of Student Financial Services will communicate financial aid information and awards to individual students by electronic means. Any student who wishes to receive paper copies of award letters or other financial aid correspondence may opt out of electronic communications by providing a written request to the Office of Student Financial Services.

Students should be aware that RVU will submit loan information to the NSLDS and this information will be available to guaranty agencies, lenders, and schools who are authorized users of the data system.

## How Aid is Disbursed

Most financial aid awards are equally split between the fall and spring semesters. Financial aid funds are usually sent to RVU near the beginning of each term and will be applied to the student's account. Institutional charges such as tuition, fees, and health insurance will be paid first. If a credit balance remains after payment of the outstanding balance, a refund will be issued to the student within fourteen days of the creation of the credit balance. Refunds are normally disbursed through the RVU e-Refund process and are direct deposited into the student's personal bank account.

## Return of Title IV Policy

This policy shall apply to all students enrolled at Rocky Vista University (RVU) who are eligible to receive financial aid from Title IV funds and who totally withdraw, are dismissed, take an approved leave of absence, drop out or stop attending all classes in the semester.

Students who stop attending class (for any of the reasons listed above) before completing more than 60% of a semester will have their Title IV aid recalculated based on the percent of the term they completed. For example, a student who withdraws completing only 20% of the term will have "earned" only 20% of any Title IV aid that was disbursed or could have been disbursed. The remaining 80% must be returned. If the student withdraws after completing 60% of the semester the student would earn 100% of the Title IV aid. In determining the percentage of the semester completed for a student who withdraws, the school includes in the denominator the total number of calendar days in the semester excluding any scheduled breaks of at least five consecutive days. The school includes in the numerator the total number of days up to the date of withdrawal excluding any scheduled breaks of at least five consecutive days.

If the amount of Title IV aid disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, the student may be eligible to receive a Post-Withdrawal Disbursement of the earned aid that was not received. If the unearned amount includes loans, the school must obtain permission from the student before making a post-withdrawal disbursement. The student will have 14 days (about 2 weeks) from the date of the notice to accept or decline some or all of the loan amount.

If the amount of Title IV aid disbursed to the student exceeds the amount of loan the student earned, the school must return a portion of the excess equal to the lesser of:

- The institutional charges multiplied by the unearned percentage of the Title IV aid; or
- The entire amount of excess Title IV aid.

If the school is not required to return all of the excess Title IV funds, the student must return the remaining amount. In the case of loans, the student must return the loan amount in accordance with the terms and conditions of the Master Promissory Note. Unearned Title IV funds shall be returned in the following order:

1. Direct Unsubsidized Loan
2. Direct Grad-Plus Loan



“Title IV Funds” refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes: Direct Unsubsidized Loans and Direct Grad-Plus Loans.

A student is not considered withdrawn for R2T4 purposes only, if any of the following criteria are met:

1. The institution obtains written confirmation that the student will attend a later module in the same payment period or period of enrollment.
2. The student completes the requirements for graduation.
3. The student successfully completes one or more modules that, together, comprise at least 49% of the days in the payment period.
4. The student successfully completes coursework equal to or greater than the coursework required for half-time enrollment.
5. The institution treats the student as never having attended any courses during the payment period or period of enrollment. This includes officially removing the student from all enrolled classes, and ensuring that:
  - All Title IV funds disbursed for the period, including any credit balances, are returned in full to the Department of Education.
  - The institution fully refunds all student charges associated with the period.
  - The institution writes off any remaining student balance for the period.

When there is an official withdraw, a student’s withdrawal date is:

- The date the student began the institution’s withdrawal process or officially notified the institution of intent to withdraw; or
- The official date of an approved leave of absence, withdrawal or dismissal from the University as documented.

When there is an unofficial withdraw, a student’s withdrawal date is:

- The last documented date of an academically related activity recorded by the college or, if no date is available, the midpoint of the student’s term of enrollment.

Any student intending to officially withdraw or requesting an academic leave of absence must notify the Program Director, either verbally or in writing. All requests for an academic leave of absence will be approved or denied by the Program Director, Dean, or Provost. Link to RVU’s academic leave of absence policy: <https://catalog.rvu.edu/university-policies/student-enrollment-status-changes>. . RVU does not have a financial aid leave of absence; students placed on an academic leave of absence will be withdrawn for Title IV aid.

Refunds on all institutional charges (tuition and fees) will be calculated according to the RVU refund schedule. Please refer to RVU’s Tuition Refund Policy for more information.

When a student has withdrawn, any credit balance refund must be put on hold until R2T4 is calculated. Title IV credit balances will be refunded within 14 days of the date the R2T4 calculation is completed.

Students are responsible for any part of institutional charges outstanding after Title IV funds are returned.

Deadlines:

- Within 45 days from the date RVU determined that the student withdrew, the college will return unearned funds.
- Within 30 days from the date RVU determined that the student withdrew, the college will offer a post withdrawal disbursement, if applicable. Students will have 14 days from the date of the notice to respond.

## Satisfactory Academic Progress Standards for Financial Aid Eligibility

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

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

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

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



their program of study within six years, the student will become ineligible for aid and will need to submit an appeal.

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

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

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

Grades for all courses are reported as Honors/Pass/Fail, based on a final course score that is typically on a zero to 100 scale. Other courses may be graded as Pass/Fail and are not included in a student's Grade Point Average (GPA) calculation. A student is required to maintain a cumulative GPA of 70 or above in order to maintain satisfactory academic progress for financial aid. At the end of the 2nd academic year, the student must have a GPA of at least a 70% in order to meet SAP. For purposes of measuring satisfactory academic progress for financial aid, and financial aid purposes only, a grade of Pass is considered the equivalent of receiving a 70% or better in that class.

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

**Repeated Coursework:** Once passed a course may not be repeated unless recommended by the SPC and/or Associate/Assistant Dean of Student Affairs. The original grade received in a course will not count toward the student's GPA but will be included in the quantitative assessment. Students who repeat coursework must still complete their degree within six years of matriculation.

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

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

**Noncredit Remedial Courses:** RVU does not offer noncredit remedial courses.

**Transfer Students:** Students who are accepted for transfer from other medical schools will be evaluated with respect to levels of academic progress attained, and the remaining years required to complete their degree at RVUCOM will be determined. The Associate/Assistant Dean of Student Affairs or their designee will make that determination and will notify the Office of Student Financial Services of the length of time the student will need to complete their degree. Transfer credits will count as both attempted and completed hours and will count toward the maximum timeframe.

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

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

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

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

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

**Financial Aid Warning:**

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

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

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

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

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

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

#### **Procedure:**

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

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

#### **Reestablishing Eligibility:**

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

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

calendar days. Decisions of the Financial Aid Appeals Committee may be appealed to the Rocky Vista University Provost.

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

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

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

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

**Without Approved Appeal:** Students who are not making satisfactory academic progress, who do not submit an appeal or have their appeal request denied, may regain eligibility only by taking action that brings them into compliance with RVUCOM’s satisfactory progress standards.

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

# Student Health Insurance

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

For additional information and updates please reference the RVU website at <https://www.rvu.edu/financial-aid/>.

## Tuition and Fees

Tuition for RVUCOM for 2025-2026 is \$69,736. The following annual fees will also apply to all COM students:

### Student Health Insurance

- **OMS I to OMS IV: \$5,310\***

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

## Curriculum

### Doctor of Osteopathic Medicine (DO) - RVUCOM

#### Course of Study

The design of the applications-based systems curriculum is based on integrated academic models for the first two years of the curriculum. Each system is studied twice, first with an emphasis on normal form and function in Year 1, followed by an emphasis on the pathophysiology and clinical approach to each system in Year 2. As well, the curriculum highlights

interdisciplinary collaboration and guides students to develop an osteopathic approach to medicine. Basic scientific information and methodology is regularly correlated with fundamental clinical application. Students have the potential to participate in the clinical setting during their first year. This clinical exposure expands in the second year, and the students have increased opportunity to interact with standardized patients on campus, as well as be involved, under physician supervision, with real patients in the office and hospital setting.

The COM has a dedicated faculty; established affiliations with medical centers, hospitals, and healthcare systems; a structured and supported rural medicine program; and a mission to educate the finest osteopathic physicians possible. Students are placed at one of the college's regional centers to ensure continuity and coordination of clinical education within the COM's vast and growing clinical training network. Our innovative curriculum is designed to fulfill the COM's mission of training students who are competent and ready to enter graduate medical education and training with an emphasis on becoming primary care physicians.

Physicians do not work alone, but rather as part of a healthcare team, and RVUCOM promotes interdisciplinary cooperation and interprofessional educational opportunities in the classroom and in all of its clinical settings. RVUCOM is dedicated to the incorporation of milestones, competencies, and Entrustable Professional Activities (EPAs) into its curricular framework as outlined by the American Association of Colleges of Osteopathic Medicine (AACOM) and the Association of American Medical Colleges (AAMC).

### Program Learning Outcomes

Based on the American Osteopathic Association (AOA) seven core competencies for osteopathic medical students, the College of Osteopathic Medicine (COM) faculty, staff, and leadership have established the following program learning outcomes for the Doctor of Osteopathic Medicine program:

#### Graduates of the Doctor of Osteopathic Medicine Program will:

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

5. **Uphold** principles of the RVU Osteopathic Oath. (Professionalism)
6. **Evaluate** patient-care practices through critical thinking using evidence-based medical principles. (Practice-Based Learning & Improvement)
7. **Analyze** health systems science to deliver individualized patient care. (Systems-Based Practice)

## Clinical Clerkship Degree Requirements

[Click here to review the Clinical Clerkship Degree Requirements](#)

## Preclinical Curriculum

[Click here to review the Preclinical Curriculum](#)

# Master of Medical Sciences (MMS)

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## Introduction

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### Welcome from the MMS Program Director

#### A message from the MMS Program Director

Welcome to the Rocky Vista University Master of Medical Sciences (MMS) program. I am delighted that you have chosen to take the next step in your academic journey with us here at RVU-Montana where we strive to prioritize the success, wellness and support of our students, staff and faculty. The following pages describe our curriculum and the policies that govern our program.

Within our curriculum you will be learning how to apply concepts from classical, core scientific disciplines to clinical scenarios using an engaged learning format which has been developed by our highly erudite and dedicated faculty. You will also learn and receive peer-to-peer education alongside your student doctor peers since you will interact with them daily and will attend the same in-person engaged learning classes for the core sciences that they do.

Our focus is on providing you with the tools to understand how to think critically about how the scientific content that you learn will enable you to positively impact your future patients' lives. In addition, you will embark on novel research and community service projects which reflect our core values of innovation, service and excellence.

We are all committed to your success in this program and strive to support you by conducting ourselves professionally in adherence to our core values of compassion and integrity. This includes a strong focus on inclusive excellence to prepare you to work with each other, and with diverse teams of individuals from varying backgrounds in your future careers. We will expect you to reciprocate this in accordance with our teacher learner agreement that you will be invited to sign along with your peers and your faculty during the first week of the new semester.

Once again, I thank you for choosing to embark on the next step in your academic training with us here at RVU-Montana. We are confident that both the opportunities and challenges represented by this

program will no doubt further enrich your academic talent and experience in preparation for your future endeavors.

Everybody here at RVU-Montana is looking forward to meeting you, working with you and seeing what you can accomplish in furthering the legacy of the MMS program as part of its next class.

Sincerely,

Arthur T. Coulton, PhD

Program Director of Master of Medical Sciences

Rocky Vista University Montana College of Medicine

## General Information

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### Program Mission

The Rocky Vista University Master of Medical Sciences Program provides prospective health professional [students](#) a deep foundation in biomedical sciences, humanism, and professionalism in an immersive medical school environment.

#### The Program and Its Objectives

The Master of Medical Sciences program has been carefully designed for students who have a strong ambition to complete a professional medical education degree. The program is intended to immerse students in the College of Osteopathic Medicine curriculum so candidates can determine whether the content satisfies their academic curiosity while the College of Osteopathic Medicine evaluates their potential for professional success. All coursework must be completed at the MCOM campus. A remote learning option is not available for this program. Courses are systems based and focus on normal structure and function of the human body.

#### Overview

1. All major courses in the Master of Medical Sciences (MMS) program are taught by faculty of the Montana College of Osteopathic Medicine (MCOM).
2. MMS students will attend some major courses alongside first year MCOM students.
3. Students will have opportunities to participate in research and community service independently and alongside MCOM students.
4. Admission to the Montana College of Osteopathic Medicine is an important feature of this program with the highest performing students being offered preferred acceptance.

## Program Timeline

1. Online applications will open from November 1<sup>st</sup> through the application deadline of June 1<sup>st</sup>. All required application documents must be received prior to matriculation.
2. All MMS students must matriculate in the Fall Semester, and the program is designed to be completed within two sequential semesters: Fall Semester begins in July and Spring Semester in January.
3. Graduation is in May.

## Program Governance and Operation

The Master of Medical Sciences (MMS) program will be governed by the MMS Program Director and others assigned to leadership roles in the program. Program academics, operations, and administration will be carried out in collaboration with applicable departments within the Montana College of Osteopathic Medicine (MCOM) and will follow MCOM policies and procedures.

Specifically:

- The MCOM DO Curriculum Committee (DOCC) will also provide oversight for the MMS curriculum.
- MMS students will be governed by the RVU and MCOM student handbook.
- The MCOM Student Performance Committee (SPC) is responsible for students in both the MMS and DO programs.
- Results of the MMS Program Assessment Plan will be reported to the DOCC and MMS program leadership.
- The MCOM Admissions Committee will review applicants and make recommendations for admission to the MMS Program Director.

## Academic Calendar

### Fall 2025 Semester

- **MMS Classes:**  
July 21, 2025 - December 19, 2025

### Spring 2026 Semester

- **MMS Classes:**  
January 5, 2026 - May 15, 2026

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

### Holidays

- Labor Day (no classes): September 1, 2025
- Thanksgiving Break (no classes): November 27-28, 2025
- Winter Break (no classes): December 15, 2025-January 5, 2026
- Martin Luther King, Jr. Day (no classes): January 19, 2026
- President's Day (no classes): February 16, 2026
- Spring Break (no classes): March 23-27, 2026

## Admissions

### Application Requirements

Academic requirements for admission to the MMS program will be evaluated on an individual basis.

Admission requirements:

- An earned or expected bachelor's degree from a U.S. accredited college or university before matriculation into the MMS program.
  - Students who graduated from a college outside the U.S. will also be considered for admission.
  - International applicants must meet all the international requirements of the RVU Office of Admissions and must demonstrate English language proficiency as determined by a required interview.
  - A video or in-person interview may be requested for international applicants (will not be required for U.S. graduate applicants).
- Completion of all prerequisite coursework with a grade of 'C' or better in each course. A grade of C- will not be accepted.
  - One year of English Composition (6 credits)
  - One year of Biology w/lab (8 credits)
  - One year of General Chemistry w/lab (8 credits)
  - One year of Organic Chemistry w/lab or Biochemistry (8 credits)
  - One year of Physics w/lab (8 credits)
- An overall GPA minimum of 2.7 (on a 4.0 scale)
- An official standardized test score from either the GRE, MCAT, PCAT, or DAT (others potentially approved upon request)
- A professional resume including all relevant volunteer and paid work experience, along with



service and leadership activities as well as any engagement in diversity, equity, and inclusion initiatives.

- Two Letters of Recommendation written by individuals who can evaluate the applicant's educational background and/or work ethic.

## Academic Policies

### MMS Grade Scales/ Grading

Grading for MMS students is based on a scale of 0 to 100, with the following letter grade assignments:

|    |                |      |    |                 |      |         |                 |      |
|----|----------------|------|----|-----------------|------|---------|-----------------|------|
| A  | 92.50%-100.00% | 4.00 | B+ | 86.50% - 89.49% | 3.33 | C+      | 76.50% - 79.49% | 2.33 |
| A- | 89.50%-92.49%  | 3.67 | B  | 82.50% - 86.49% | 3.00 | C       | 72.50% - 76.49% | 2.00 |
|    |                |      | B- | 79.50% - 82.49% | 2.67 | C-      | 69.50% - 72.49% | 1.67 |
|    |                |      |    |                 | U    | <69.50% |                 |      |

### MMS Academic Standing

### Graduation Requirements

Conferral of the Master of Medical Sciences degree is contingent upon the following:

1. Successful completion of all academic requirements
2. A cumulative GPA of 2.0 or higher
3. Satisfactory completion of a group-based research activity
4. Passage of a final Comprehensive Examination

### Remediation and Repeating of Courses

If a student fails an individual course, the Program Director may recommend that the student remediate that course. The creation of remediation exams and/or remediation assignments will be up to the discretion of individual course directors.

Course remediation will occur before the end of the semester in which the failed course was scheduled. Students who successfully remediate a course failure will receive a grade of a C. The grade achieved by remediation will be recorded on the transcript next to the original grade. Any student who fails a remediation

will return to the SPC. The SPC may recommend that the student repeat a semester within the following school year or may recommend the student be dismissed from the program, subject to appeal to the Dean of MCOM. No more than two courses may be remediated unless approved by the Program Director.

If a student is directed to repeat a course, the grade for the repeated course will be recorded on the official transcript. The original grade received in a course will not count toward the student's GPA, but the original grade will continue to be included in the transcript. A course may not be repeated unless recommended by the SPC and Program Director.

### Academic Grievances (Grade Appeal)

All grades, including the final grade for all written quizzes and examinations, will be determined by the Course Director.

Grade appeals must be made in writing (email) within 5 business days from the date final grades are received. The appeal should be initiated and resolved in the order shown below. Once the grade disagreement is resolved, the appeal does not need to escalate to the next level.

1. Course Director
2. Assistant/Associate Dean of Preclinical Education or Assistant/Associate Dean of Clinical Education
3. Program Director or Dean (final level of appeal)

The written appeal must state the specific circumstances surrounding the grade dispute. Review of the appeal at each administrative level will be carried out as expediently as possible. If the student is not satisfied with the decision, he or she may appeal to the next administrative level. If the student chooses to continue the appeal, this must be done in writing within five normal business days of the date the decision was rendered at each level of the appeal.

### Financial Aid

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



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

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

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

Although currently unavailable, GI Bill® Benefits could be available for qualified students in the near future.

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

Students must complete the Rocky Vista University institutional applications if they wish to apply for any RVU scholarships. Detailed information regarding the financial aid application procedure is posted on the website.

RVU and the RVU Alumni Association also award scholarships to each incoming class. Descriptions of the scholarship criteria and applications are posted annually, during the spring prior to matriculation, on the University website. Scholarship applicants must complete a separate application and supply all required supporting documentation for individual scholarships by the deadline. Award recipients will be announced in July. Please see the RVU website or contact the Office of Student Financial Services for more information.

**Prior Credit Policy for GI Bill® Recipients:** In accordance with Title 38 USC 3675, all GI Bill® recipients or eligible dependents who use GI Bill® Benefits for this training are required to bring in documentation of all previous training credit and education. GI Bill® recipients are required to submit all prior training transcripts, including military transcripts, to the institution for review. This institution will review all prior credit and maintain a record of such training in the students VA file. VA students' records must be kept for

3 years following the ending date of the last period certified to VA. Referenced law: Title 38 CFR 21.4209(f).

### **VA Pending Payment Policy:**

"In accordance with section 103, Public Law 115-407, Rocky Vista University will not penalize or limit the participation of students covered under the Chapter 33 Post-9/11 GI Bill® or Chapter 31 Veteran Readiness & Employment (VR&E) while awaiting the payment of tuition and fees by the US Department of Veterans Affairs. The University will not drop covered students for non-payment.

1. To be a covered individual, RVU will require students to self-identify and provide the following documentation:
  1. Certification of Eligibility; or
  2. VA Form 28-1905; and
  3. Request for Extension of Tuition and Fees Deadline Form.
2. If a student fails to send, at a minimum their Certificate of Eligibility, they will not be certified for VA Educational Benefits and will be subject to the standard charges associated with the program they are attending.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.*

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

The maximum amount a student may receive from all sources of financial aid is limited to their annual Cost of Attendance (COA). The Cost of Attendance includes tuition, fees, books, supplies, health insurance, room and board, transportation and personal expenses. The costs required to take professional exams will be included in the COA for the appropriate years. The COA is an estimate of the cost of attending RVU and maintaining a modest but adequate standard of living. An individual student's actual costs may be higher or lower depending upon the choices he or she makes. A COA does not include living expenses for a student's spouse or other dependents. Cost of Attendance budgets are published annually and are available upon request from the Office of Financial Aid.

# Satisfactory Academic Progress Standards for Financial Aid Eligibility

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

Academic progress requires both quantitative and qualitative measurement. Academic records will be reviewed at the end of each term to determine if the student is making satisfactory progress towards their degree.

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

**Maximum Timeframe:** Students must complete their degree within a maximum number of attempted credits not to exceed 150% of the published program length. If at any point in time it is determined that a student cannot complete their program of study within 150% of the program length, the student will become ineligible for aid and will need to submit an appeal.

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

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

Students must maintain a minimum cumulative grade point average of 2.0 on the traditional 0.0 - 4.0 scale.

**Leaves of Absence:** Periods of approved Leaves of Absence will not count toward the maximum time frame. A student may not receive financial assistance during a Leave of Absence.

**Repeated Coursework:** Once passed, a course may not be repeated.

**Withdrawal/Incomplete/In Progress:** Courses in which a student earned a grade of Incomplete (IN), Work In Progress (WIP), In Progress (IP) Withdrawal (W), or the equivalent, will count toward hours attempted but not

earned for maximum timeframe and pace of progression but will not be included in the qualitative measure.

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

**Noncredit Remedial Courses:** RVU does not offer noncredit remedial courses.

**Transfer Students:** The MMS program does not accept transfer credits from other programs.

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

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

## **Financial Aid Warning:**

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

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

## **Financial Aid Probation:**

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

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

Note that the University may have a different definition of "academic probation or warning." Refer to the Student Handbook and Catalog for more information on academic probation.

## **Procedure:**

The Office of Student Financial Services will review the full academic progress of each financial aid recipient at the end of each term, prior to the disbursement of financial aid for the subsequent term. The student's entire academic record will be reviewed, which will also

include any periods of enrollment that the student did not receive financial aid assistance. SAP review is not complete until all qualitative and quantitative measures have been reviewed.

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

### **Reestablishing Eligibility:**

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

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

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

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

If the appeal is granted, and it is determined that the student should be able to meet SAP standards by the end of the subsequent payment period, they may be placed on financial aid probation without an academic plan. The student's progress must be reviewed at the end of their probationary period. If the student is meeting the SAP requirements, they will go back into

good standing. If the student does not meet the SAP requirements, they will again become ineligible for financial aid with the opportunity to re-appeal.

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

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

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

## **Tuition and Fees**

Tuition for MMS for 2025-2026 is \$29,400. The following annual fees will also apply to all MMS students:

### **Student Fees**

Health Insurance: \$5,310\*

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

## **Student Health Insurance**

All students are required to obtain health insurance prior to matriculation and to maintain health insurance throughout their time of enrollment at the University. Students must participate in the University-sponsored health insurance program or submit an approved waiver with documentation of alternative equivalent coverage. If a student's insurance expires during the

academic year, they must obtain a new waiver form with proof of new insurance at least 30 days before their old insurance expires. The current cost of the Student Health Insurance program may be obtained from the Office of Student Financial Services. Any student who has a lapse of health insurance coverage will be summarily removed from classes and/or clerkships and may be subject to dismissal.

For additional information and updates please reference the RVU website at <https://www.rvu.edu/financial-aid/>.

## Curriculum

### Curriculum for MMS

#### Semester I - Fall

| Item #   | Title  | Credits |
|----------|--|---------|
| MMS 5501 | Foundations                                      | 2       |
| MMS 5521 | Molecular and Cellular Mechanisms                | 3       |
| MMS 5511 | Service, Reflection, and Scholarship (SRS) I     | 3       |
| MMS 5541 | Cardiovascular / Respiratory System              | 5       |
| MMS 5551 | Microbiology, Immunology, and Infectious Disease | 5       |

#### Semester II - Spring

| Item #        | Title   | Credits |
|---------------|---|---------|
| MMS 5512      | Service, Reflection, and Scholarship (SRS) II | 2       |
| MMS 5565      | Gastrointestinal/Renal System                 | 6       |
| MMS 5581      | Endocrine / Reproductive System               | 4       |
| MMS 5591      | Neuroscience System                           | 7       |
| Total Credits |   | 42      |

## Course Descriptions

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

### MMS 5501: Foundations

This course provides the basis for a successful Master of Medical Sciences (MMS) program experience using teambuilding, interpersonal interaction, reflective practice, critical listening and reading, community engagement, and hands-on skills practice. These foundational principles are critical to future health professional education. Week one includes activities centered on belonging, growth mindset, problem- and team-based learning, wellness, and resiliency. Week two emulates the format of the MMS program and preclinical curriculum with student-directed learning prior to engaged learning sessions (e.g., labs, team-based learning, etc.).

#### Program

Master of Medical Sciences (MMS)

#### Credits 2

#### Prerequisites

None

### MMS 5511: Service, Reflection, and Scholarship (SRS) I

This course takes place longitudinally across the Fall Semester and will include multiple elements to include reflective practice, mental and emotional wellness activities, community service, and research. Students will be responsible for finding and setting up a community service opportunity in an approved area of interest. These opportunities should last through the Fall semester but may extend through the entire academic year. Students will be placed in small groups and using skills learned in the Foundations course, will choose, and begin work on a research project for publication or presentation at the annual MCOM Research Day. Expectations are that research projects will be started during SRS I and completed during SRS II.

#### Program

Master of Medical Sciences (MMS)

#### Credits 3

#### Prerequisites

None

## **MMS 5512: Service, Reflection, and Scholarship (SRS) II**

This course takes place longitudinally across the Spring Semester and will include multiple elements to include reflective practice, mental and emotional wellness activities, community service, and research. Students will be responsible for continuing a community service opportunity in an approved area of interest. Students will continue work on a research project for publication or presentation at the annual MCOM Research Day. Expectations are that research projects will have been started during SRS I and completed during SRS II.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 2

### **Prerequisites**

None

## **MMS 5521: Molecular and Cellular Mechanisms**

The Molecular and Cellular Mechanisms course is an intensive course incorporating the fundamental aspects of cell and molecular biology, biochemistry, genetics, research methods, and histology. The objective of the course is to promote student learning of the biochemical, molecular and cellular mechanisms underlying normal development, physiology and metabolism.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 3

### **Prerequisites**

None

## **MMS 5541: Cardiovascular / Respiratory System**

The Cardiovascular/Respiratory System course is focused on the normal structure and function of the cardiovascular and respiratory systems. It is designed to provide the student with an overview of the cardiovascular and respiratory systems, including histology, embryology, mechanics, and immunology.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 5

### **Prerequisites**

None

## **MMS 5551: Microbiology, Immunology, and Infectious Disease**

The Hematology/Immunology components of the course emphasize the fundamental knowledge necessary to understand the normal function of hematopoiesis, hemostasis and the immune system. Microbiology and Infectious Disease provide a foundational introduction to pathogens, pathogenic mechanisms, and infectious diseases. This course includes introductory pharmacology of antimicrobials to facilitate discussion of infectious disease diagnosis and treatment.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 5

### **Prerequisites**

None

## **MMS 5565: Gastrointestinal/ Renal System**

The Gastrointestinal/Renal System Course is an intensive multidisciplinary course, designed to provide requisite knowledge necessary to understand the normal structure and function of the entire gastrointestinal, hepatobiliary, and renal system to include anatomy, histology, and physiology of primary gastrointestinal and renal processes.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 6

## **MMS 5581: Endocrine / Reproductive System**

The Endocrine System is designed to teach the basic principles of hormone secretion and action related to the major endocrine structures and systemic tissues. Students are expected to be familiar with the structure and function of the major endocrine glands and the action of the major hormones secreted. The Reproductive content is designed to teach the basic principles of hormone secretion and action related to the major reproductive structures and systemic tissues. This course will focus on the anatomy, histology and physiology of the endocrine and reproductive systems.

### **Program**

Master of Medical Sciences (MMS)

**Credits** 4

### **Prerequisites**

None

## **MMS 5591: Neuroscience System**

The Neuroscience System presents the student with an intensive introduction to the: 1) Central Nervous System (Brain and Spinal Cord) and 2) Head and Neck anatomy. The central nervous system portion of this course addresses the following topics in integrated fashion: neuroanatomy, neurophysiology, neurohistology, neuroembryology, and behavioral neuroscience. The studies of Neuroscience and of Head and Neck anatomy are bridged by the cranial nerves which begin in the central nervous system and distribute throughout the head and neck.

### **Program**

Master of Medical Sciences (MMS)

**Credits 7**

### **Prerequisites**

None



# Master of Physician Assistant Studies (MPAS)

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## 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

# Master of Sciences in Biomedical Sciences (MSBS)

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## Introduction

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## General Information

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### A Message from the Program Director

Welcome to Rocky Vista University's Master of Science in Biomedical Sciences program.

We're glad you've chosen RVU as you take the next step toward your future in healthcare. Our MSBS program is intentionally designed to challenge and support you – strengthening your academic foundation while preparing you for medical, dental, PA, or other healthcare professional schools.

You'll dive into rigorous coursework grounded in real-world application, including patient cases that help bridge science with clinical relevance. Along the way, our award-winning faculty will guide and inspire you, encouraging critical thinking, curiosity, and personal growth.

At RVU, we value professionalism, compassion, and integrity, and we're proud of the unique perspectives and worldviews that our students bring to the classroom. You'll be part of a collaborative, mission-driven community that is committed to your success.

We look forward to seeing what you'll accomplish as part of the MSBS legacy—and we can't wait to welcome you to RVU.

Sincerely,  
Francina D. Towne, PhD  
Program Director of Master of Science in Biomedical Sciences  
Rocky Vista University

### Academic Calendar

MSBS Orientation: August 6-8, 2025

#### Fall 2025 Semester

August 11, 2025 - December 12, 2025

- Labor Day (no classes): September 1, 2025
- Thanksgiving Break (no classes): November 24-28, 2025
- Winter Break (no classes): December 15, 2025 - January 4, 2026

#### Spring 2026 Semester

January 5, 2026 - May 8, 2026

- Martin Luther King, Jr. Day (no classes): January 19, 2026
- President's Day (no classes): February 16, 2026
- Spring Break (no classes): March 9-13, 2026
- Commencement Ceremony: TBD

\*All dates are subject to change.

### Program Leadership/Faculty

#### Francina Towne, PhD

Director of MSBS Program  
Professor of Immunology

- PhD, University of Colorado Denver
- BS, University of Arizona

#### Elizabeth Moffett George, PhD

Assistant Program Director of MSBS Program - Colorado  
Associate Professor of Anatomy

- PhD, University of Missouri
- BA, Louisiana State University

#### Joel Roberts, MD

Assistant Program Director of MSBS Program - Colorado  
Associate Professor of Physiology

- MD, University of Colorado
- BS, Azusa Pacific University

#### Janée Terwoord, PhD

Assistant Program Director of MSBS Program - Utah  
Associate Professor of Physiology

- PhD, Colorado State University
- MS, The University of Texas at Austin
- BS, Northern Arizona University

# Admissions

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## Requirements for Admission

To be considered for admission to the Master of Science in Biomedical Sciences (MSBS) program, you must meet the following minimum requirements:

- An earned bachelor's degree from an institutionally accredited college or university
- Completion of all prerequisite coursework (see below) with a grade of 'C' or better
  - Biology with lab: 8 semester hours
  - General chemistry with lab: 8 semester hours
  - Organic chemistry with lab: 8 semester hours
  - Physics with lab: 8 semester hours
  - English composition or Literature: 6 semester hours
  - Social or behavioral sciences: 6 semester hours
- A cumulative and science GPA of 2.6 or higher (on a 4.0 scale)
- Official standardized test scores: MCAT, GRE, PCAT, or DAT (other standardized exams may be considered on a case-by-case basis)
- Completed application via PostBacCAS\*
- Resume including all relevant volunteer and paid work experience, along with service and leadership activities
- At least two letters of recommendation from individuals who can attest to the candidate's suitability to attend a graduate program in biomedical sciences. Appropriate references include healthcare professionals, pre-health advisors, basic science faculty members, and employment supervisors. Applicants are strongly encouraged to include letters from multiple categories (e.g., one letter from a health care provider and another from a basic science faculty member). Please refrain from requesting letters from family members or friends.

**International students:** The MSBS program will consider international applicants. Demonstrated English language proficiency is required; preference will be given to applicants who have previously attended an institutionally accredited college or university in the US.

**\*All prospective applicants must apply through PostBacCAS.**

## Transfer Policy

The MSBS program does not accept transfer credits from other programs. In addition, courses completed in the MSBS program will not transfer to other programs at RVU.

## MSBS to RVUCOM Tier Pathway Policy

*(Applicable to the 2024-2025 academic year and subject to change for subsequent matriculating years.)*

Master of Science Biomedical Sciences (MSBS) students interested in applying to College of Osteopathic Medicine ([RVUCOM](#)) (Colorado or Utah location) will be evaluated by the MSBS Student Performance Committee (SPC) at the conclusion of each semester. The SPC will recommend to the RVUCOM Admissions Committee regarding the student's academic aptitude for success in the RVUCOM program and their suitability to advance their mission and vision. This recommendation, coupled with an official AACOMAS application, following the requirements outlined below, will be used for consideration of an admissions decision.

### Application Process and Procedures:

Students recommended to RVUCOM by the MSBS SPC must submit an AACOMAS application. AACOMAS applications are considered submitted upon completing the application and paying the AACOMAS application fee. Students interested in applying to the RVUCOM (Colorado or Utah location or both) will designate their preference of location via the AACOMAS application. The following dependencies are required for consideration beyond application submission:

### Academic Criteria for MSBS Tier Status

**MSBS Tier 1 Status:** MSBS students that meet the following criteria will be considered for MSBS Tier 1 Status, beginning in January of the academic cycle:

- Submit an RVUCOM AACOMAS application and be verified by AACOMAS
  - Submission is defined as completing the application and paying the AACOMAS system application fee.
  - An application is deemed verified when the applicant's official transcripts have been received and are confirmed by the AACOMAS system. AACOMAS will apply the "Verified" application status designation to the applicant record.

- AACOMAS verifies applications within [3-6 weeks](#) of submission.
- Complete the first semester of the MSBS Program
- Achieve a fall semester GPA of at least 3.50, and a cumulative GPA of 3.30.
- Meet the requirements of the MSBS Professionalism Criteria Rubric.
- NOTE: If the cumulative GPA falls below a 3.30 at the end of the program, the student's admission into the COM may be rescinded.

**MSBS Tier 2 Status:** MSBS students that meet the following criteria will be considered for MSBS Tier 2 Status, beginning in May of the academic cycle:

- Submit an RVUCOM AACOMAS application and be verified by AACOMAS
  - Submission is defined as completing the application and paying the AACOMAS system application fee.
  - An application is deemed verified when the applicant's official transcripts have been received and are confirmed by the AACOMAS system. AACOMAS will apply the "Verified" application status designation to the applicant record.
  - AACOMAS verifies applications within 3-6 weeks of submission.
  - Complete the MSBS Program
  - Maintain a cumulative GPA of at least 3.30
  - Meet the requirements of the MSBS Professionalism Criteria Rubric.

**MSBS Tier 3 Status:** MSBS students that meet the following criteria will be considered for MSBS Tier 3 Status, beginning in May of the academic cycle:

- Submit an RVUCOM AACOMAS application and be verified by AACOMAS
  - Submission is defined as completing the application and paying the AACOMAS system application fee.
  - An application is deemed verified when the applicant's official transcripts have been received and are confirmed by the AACOMAS system. AACOMAS will apply the "Verified" application status designation to the applicant record.
  - AACOMAS verifies applications within 3-6 weeks of submission.
  - Complete the MSBS Program
  - Maintain a cumulative GPA of at least 3.0
  - Meet the requirements of the MSBS Professionalism Criteria Rubric.

**Students who do not meet a GPA of at least 3.0 are ineligible for the Tier pathway.**

### Conditional Acceptance:

For MSBS Tier 1, 2, and 3 Pathway applicants, matriculation to the RVUCOM is contingent upon:

- Successful completion of the MSBS Program.
- Final program GPA of 3.0 or greater.
- Meeting all MSBS graduation requirements.
- Meeting all RVUCOM matriculation requirements, including but not limited to a background check, drug testing, and vaccination requirements.
- Meeting all MSBS Professionalism Criteria.

### RVUCOM Admissions Decision:

MSBS students recommended by MSBS SPC will be evaluated by the RVUCOM Admissions Committee, which will make a recommendation to the Dean, who will make the final decision regarding acceptance. Matriculation to RVUCOM is contingent upon successful completion of the MSBS Program and all graduation requirements. [RVU](#) does not guarantee acceptance into any of its programs and will consider as many or as few MSBS students for admission as it deems appropriate.

## Course Descriptions

### BMS 5002: Biomedical Pharmacology

Biomedical pharmacology presents an overview of the basic concepts and principles of pharmacology. Students explore mechanisms of drug action, pharmacokinetics, pharmacodynamics, pharmacogenomics, and toxicology. Additional classroom sessions highlight the basic and clinical pharmacology of agents that exert effects on a variety of physiologic systems including the heart and vasculature, the neuromuscular junction, and the autonomic and central nervous systems. Students will be required to complete a drug capstone project demonstrating their ability to work on a team, appropriately review and synthesize recent medical literature, and deliver an oral presentation. Successful completion of this course will prepare students for doctoral level study of pharmacology.

#### Program

Master of Sciences in Biomedical Sciences (MSBS)

#### Credits 3

#### Prerequisites

None

## **BMS 5031: Scientific Inquiry for Healthcare Professionals**

This introductory course introduces students to the scientific method, the distinct value of primary and secondary information sources, and important concepts such as incidence, prevalence, probability reasoning, and statistical inference. Students will be challenged to interpret data, evaluate research findings, and draw evidence-based conclusions. Through collaborative, teambased learning, students will explore social determinants of health, revealing the profound impact of social factors on individual and community health. Recognizing the multifaceted nature of healthcare, the course encourages students to consider diverse perspectives, including patient experiences, cultural contexts, and ethical implications.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

**Credits** 1.5

### **Prerequisites**

None

## **BMS 5008: Medical Humanities**

The Medical Humanities course examines the relationships between the humanities and biomedical sciences. Topics vary by year and include, but are not limited to, communication, implicit bias mitigation, human subject research history and ethics, professional identity formation, illness narratives. This course is grounded in a variety of literary and textual sources and involves small and large group discussions, collaboration, written analyses, service-learning, and critical reflection, all of which are intended to foster self-examination and compassionate behavior.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

**Credits** 1

### **Prerequisites**

None

## **BMS 5010: Journal Club**

The goal of this course is to provide MSBS students the opportunity to evaluate and investigate evidence through critically reading, interpreting and presenting research from the primary literature. This course helps students stay abreast of current knowledge in various fields and develop skills in critical analysis of research in the biomedical sciences. Topics will include advances across biomedical and clinical research. Emphasis is placed on developing skills in critical review, presentation and teaching skills, and in communicating scientific studies in a seminar format.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

**Credits** 2

### **Prerequisites**

None

## **BMS 5012: Foundations of Success**

This course introduces students to foundational skills for graduate success, including self-assessment, goal setting, and study planning. Students will explore software tools and develop time management, study strategies, test-taking, and note-taking techniques. Through workshops and reflections, students will strengthen self-management, teamwork, and accountability. The course also emphasizes ethical behavior, responsibility, and effective communication, including giving and receiving feedback.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

**Credits** 1

## **BMS 5021: Molecular Basis of Medicine I**

This course is the first semester of a two-semester course that incorporates a multi-disciplinary approach to investigate fundamental biomedical concepts. The objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal physiology and metabolism, thus providing a foundation for understanding disease processes. The course provides a foundation in cellular and molecular biology, including cell structure, cellular macromolecules, DNA and RNA structure and function, protein synthesis, genetics and regulation of gene expression, flow of genetic information, energetics, metabolism, and the regulation of selected cell activities.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

**Credits** 2

### **Prerequisites**

None



## **BMS 5022: Molecular Basis of Medicine II**

This course is the second of a two-semester course that incorporates a case-based approach to investigative fundamental biomedical concepts. The objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal physiology and metabolism, thus providing a foundation for understanding disease processes. The course provides a foundation in cellular and molecular biology, including cell structure, cellular macromolecules, DNA and RNA structure and function, protein synthesis, and regulation of gene expression, energetics, metabolism, regulation, organization and function of cellular organelles, flow of genetic information, and the regulation of selected cell activities.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

### **Credits 2**

### **Prerequisites**

None

## **BMS 5041: Physiology I**

This course is the first of two one-semester courses which together provide a complete, systems-based curriculum to enable the student to build a cognitive framework and knowledge base necessary to understand and medically apply normal human physiology and pathophysiology. Systems covered in the first semester include cellular physiology, homeostatic mechanisms, basic neuromuscular physiology, cardiovascular physiology, respiratory physiology, and renal physiology. Basic clinical skills, clinical reasoning, and physical exam skills are integrated throughout. This curriculum combines lecture with small group discussions, clinical correlations, case studies, independent study, projects, and simulation activities.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

### **Credits 4**

### **Prerequisites**

None

## **BMS 5042: Physiology II**

This course is the second of two one-semester courses which together provide a complete, systems-based curriculum to enable the student to build a cognitive framework and knowledge base necessary to understand and medically apply normal human physiology to pathophysiology. Systems covered include the neurophysiology, gastrointestinal system, endocrine system, reproductive system, and other advanced topics. Basic clinical skills and clinical reasoning are integrated throughout. This curriculum combines lecture with clinical correlations, case studies, independent study, projects, simulation activities, and a cumulative multi-disciplinary capstone.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

### **Credits 4**

### **Prerequisite Courses**

[BMS 5041: Physiology I](#)

## **BMS 5051: Anatomy I**

This is the first of a two-semester course encompassing all aspects of human functional anatomy and clinical gross anatomy. This course will focus on the gross anatomy of all systems in the human body. In addition, imaging techniques such as radiography, CT scans, and MRI emphasizing structural relationships will introduce students to a clinical perspective of the structure of the human body. Course objectives include the acquisition of anatomical structural knowledge and the development of oral presentation and written communication skills. Students will experience hands on learning with cadaveric dissection. Learning is facilitated through lecture, team problem based learning, and clinical case presentations.

### **Program**

Master of Sciences in Biomedical Sciences (MSBS)

### **Credits 2**

### **Prerequisites**

None

## BMS 5052: Anatomy II

This is the second of a two-semester course encompassing all aspects of human functional anatomy and clinical gross anatomy. This course will focus on the gross anatomy of all systems in the human body. In addition, imaging techniques such as radiography, CT scans, and MRI emphasizing structural relationships will introduce students to a clinical perspective of the structure of the human body. Course objectives include the acquisition of anatomical structural knowledge and the development of oral presentation and written communication skills. Students will experience hands on learning with cadaveric dissection. Learning is facilitated through lecture, team problem based learning, and clinical case presentations.

### Program

Master of Sciences in Biomedical Sciences (MSBS)

### Credits 2

### Prerequisite Courses

[BMS 5051: Anatomy I](#)

## BMS 5060: Microbiology and Infectious Diseases

This course introduces graduate students to fundamental principles of microbiology including microbial structure/diversity, microbial metabolism and pathogenicity, and classes and actions of antimicrobial drugs. This overview includes discussions of the interaction between pathogen and host during the infectious process and adaptations by the pathogens to overcome or evade the immune system and cause human disease. Representative microorganisms belonging to each class of pathogen (bacterial, viral, fungal, and parasitic) are discussed. Other topics will include emerging diseases, public health epidemiology, vaccines, antimicrobial resistance, and eradication of disease. A combination of methods will be used to deliver material including, but not limited to, didactic lectures, small group work, and case studies/applications.

### Program

Master of Sciences in Biomedical Sciences (MSBS)

### Credits 3

### Prerequisites

None

## BMS 5070: Immunology

This course is designed to introduce students to the foundational knowledge necessary to understand the normal and abnormal functions of the immune system. Immunological principles involving innate and adaptive immunity, host responses to pathogens, blood groups, immunopathology, immunodeficiencies, autoimmunity, vaccines, transplantation, classes and actions of immunologically active drugs, and targeted immunotherapies will be discussed. Didactic lectures, small group discussions, clinical case studies, designated reading assignments, flipped classroom and application sessions will be utilized in this course. In addition, there will be an interdisciplinary component to this course in the form of service learning and critical reflection.

### Program

Master of Sciences in Biomedical Sciences (MSBS)

### Credits 3

### Prerequisites

None

## Academic Policies\*

*\*Note: See Student Handbook for detailed procedures.*

## Final Grades

Grading for MSBS students is based on a scale of 0 to 100. The MSBS program requires a grade of 69.5 or above to pass all courses; any grade at or below 69.49 is considered unsatisfactory/fail. The chart on the following page explains each grade.

| Grades Earned  | Grade Printed on Transcript | Definition                    | Quality Points | Calculated into GPA |
|----------------|-----------------------------|-------------------------------|----------------|---------------------|
| 92.50 – 100.00 | A                           | Course successfully completed | 4.00           | Yes                 |
| 89.50 – 92.49  | A-                          | Course successfully completed | 3.67           | Yes                 |
| 86.50 – 89.49  | B+                          | Course successfully completed | 3.33           | Yes                 |
| 82.50 – 86.49  | B                           | Course successfully completed | 3.00           | Yes                 |
| 79.50 – 82.49  | B-                          | Course successfully completed | 2.67           | Yes                 |
| 76.50 – 79.49  | C+                          | Course successfully completed | 2.33           | Yes                 |
| 72.50 – 76.49  | C                           | Course successfully completed | 2.00           | Yes                 |
| 69.50 – 72.49  | C-                          | Course successfully completed | 1.67           | Yes                 |
| 00.00 – 69.49  | F                           | Fail                          | 0.00           | Yes                 |
| AU             | AU                          | Audit                         | 0.00           | Yes                 |
| IN             | IN                          | Incomplete                    | N/A            | Yes                 |
| W              | W                           | Withdrawal                    | 0.00           | Yes                 |
| N/A            | WIP                         | Work in Progress              | N/A            | Yes                 |

## Good Academic Standing

A student is considered in good academic standing if the cumulative grade point average is 2.7 and above.

## Academic Improvement Plan

A student will be put on an academic improvement plan (AIP) if the cumulative grade point average is 2.69 and

below (calculated at the end of the semester) or cumulative block exam scores below MSBS program thresholds. Students can be removed from AIP once they meet program thresholds.

MSBS students on academic improvement plans are not eligible to run for office in an RVU student club or organization.

## Graduation Requirements

A student who has fulfilled all the academic requirements may be granted the MSBS degree provided the student:

- Is not on probation or suspension and has completed all prescribed academic requirements with a cumulative grade point average of 2.70 or higher and has no grade below C- and no outstanding grade of "IN," or "WIP;"
- Has passed the comprehensive final exam with a 70% or higher;
- Is in good non-academic standing (see section on Non-Academic Probation). Of note, the professionalism standards for the tier system (and graduation deferral) are more stringent than those required for graduation.
- Has complied with all curricular, legal, and financial requirements of the University; and,
- Has attended in person and participated in the Commencement ceremony at which time the Master of Science in Biomedical Sciences degree is conferred. Exceptions to the graduation attendance policy must be made in writing to the Associate/Assistant Dean of Student Affairs. If an exception is granted, the student must arrange another time to meet with the Program Director to have the degree conferred.
- Students who wish to defer graduation must fill out the Graduation Deferral Request Form.

Matriculation and enrollment does not guarantee the issuance of a degree without satisfactorily meeting the aforementioned curriculum and degree requirements.

## Tuition and Financial Information

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### Financial Aid

The Office of Student Financial Services is available to assist students with finding the financial resources needed to achieve their educational goals. While the primary responsibility for meeting educational costs rests with the student, the Office of Student Financial

Services can help students bridge the gap between the cost of their education and their own financial resources.

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

Current students finance their educational costs with a combination of federal and private loans, scholarships, and their own resources. The financial ability of applicants to complete their education at the University is important because of the limited number of seats available in each class. Applicants should have specific plans for financing each year of education, which include tuition; fees; living expenses; books; equipment; clinical rotation travel; and miscellaneous expenses.

### Types of Aid Available

RVU students may apply for Title IV federal loans, private loans, or scholarships.

Federal loans available to graduate medical students include the Direct Unsubsidized Stafford Loan and the Direct Grad/PLUS Loan. Both loans have fixed interest rates and origination fees. The Grad/PLUS loan also requires that students have no adverse credit history. For more detailed information about federal loans, including the current interest rates, loan fees, and repayment terms, visit the Federal Student Aid website or contact the Office of Student Financial Services.

Private educational loans are also available to students. Private loans may have fixed or variable interest rates and may charge loan origination fees. All will require a credit check, and many may request a cosigner to get a lower interest rate. Students will normally apply for a private loan online at the lender's site. Most private loans will require the school to certify your student status and will send loan funds directly to the school to be applied toward your tuition and fee costs. Private loan applicants should understand that they may qualify for federal Title IV loans, which may have more favorable terms than the provisions of a private educational loan. Students are strongly encouraged to review the interest rates, fees, loan terms, and repayment options described in the promissory note before making a decision to select a private loan.

Students receiving loans for the first time must complete loan entrance counseling and a Master Promissory Note before any funds will be disbursed. In addition, all first-year borrowers must complete internal loan counseling during their first year. Furthermore, there is a second-year loan counseling requirement for all students. Enrolled students are encouraged to meet annually with a financial aid counselor to discuss their

cumulative debt and repayment options. All students who have received any type of educational loan must participate in loan exit counseling during their last semester as a requirement for graduation.

The University participates in several scholarships for incoming students, including the Military Health Profession Scholarship Program (HPSP), GI Bill® Benefits, National Health Services Corp, and the Western Interstate Commission for Higher Education (WICHE) scholarships. Each scholarship is described on the RVU website. Other federal, state, and local loan forgiveness and scholarship programs may be available for qualified students.

RVU and the RVU Alumni Association also award scholarships to each incoming class. Descriptions of the scholarship criteria and applications are posted annually, during the spring prior to matriculation, on the University website. Scholarship applicants must complete a separate application and supply all required supporting documentation for individual scholarships by the deadline. Award recipients will be announced in July. Please see the RVU website or contact the Office of Student Financial Services for more information.

**Prior Credit Policy for GI Bill® Recipients:** In accordance with Title 38 USC 3675, all GI Bill® recipients or eligible dependents who use GI Bill® Benefits for this training are required to bring in documentation of all previous training credit and education. GI Bill® recipients are required to submit all prior training transcripts, including military transcripts, to the institution for review. This institution will review all prior credit and maintain a record of such training in the students VA file. VA students' records must be kept for 3 years following the ending date of the last period certified to VA. Referenced law: Title 38 CFR 21.4209(f).

### **VA Pending Payment Policy:**

"In accordance with section 103, Public Law 115-407, Rocky Vista University will not penalize or limit the participation of students covered under the Chapter 33 Post-9/11 GI Bill® or Chapter 31 Veteran Readiness & Employment (VR&E) while awaiting the payment of tuition and fees by the US Department of Veterans Affairs. The University will not drop covered students for non-payment.

1. To be a covered individual, RVU will require students to self-identify and provide the following documentation:
  1. Certification of Eligibility; or
  2. VA Form 28-1905; and
  3. Request for Extension of Tuition and Fees Deadline Form.
2. If a student fails to send, at a minimum their Certificate of Eligibility, they will not be certified for

VA Educational Benefits and will be subject to the standard charges associated with the program they are attending.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.*



### **How to Apply for Financial Aid**

Students who wish to apply for a loan must complete the Free Application for Federal Student Aid (FAFSA) each year. Students should complete the online FAFSA and use the RVU school code 042189. RVU does not have a priority deadline, however, students are strongly encouraged to complete their FAFSA prior to April 1st.

The Office of Student Financial Services will determine the financial aid eligibility for each student annually. RVU will receive FAFSA information directly from the Department of Education. In some cases, additional documentation may be required, based upon edits in the FAFSA system or information in the National Student Loan Data System (NSLDS). We may also request other information from students in order to ensure we award financial aid in compliance with federal rules and regulations.

The maximum amount of financial aid any student may receive is the Cost of Attendance (COA). The COA is an estimate of the cost of attending RVU and maintaining a modest but adequate standard living. The COA varies by year in school and is updated annually. Students are strongly encouraged to complete a personal budget and to only borrow the minimum amount needed to cover their actual costs. Many RVU students are able to live on less than the COA by budgeting carefully and reducing their expenses for room, board, personal, and transportation costs. The COA is posted on the RVU website and the MyVista Student Portal.

Students may request an adjustment to their COA for required dependent-care expenses or other applicable expenses. Please contact the Office of Student Financial Services for more information.

The Office of Student Financial Services will communicate financial aid information and awards to

individual students by electronic means. Any student who wishes to receive paper copies of award letters or other financial aid correspondence may opt out of electronic communications by providing a written request to the Office of Student Financial Services.

Students should be aware that RVU will submit loan information to the NSLDS and this information will be available to guaranty agencies, lenders, and schools who are authorized users of the data system.

## How Aid is Disbursed

Most financial aid awards are equally split between the fall and spring semesters. Financial aid funds are usually sent to RVU near the beginning of each term and will be applied to the student's account. Institutional charges such as tuition, fees, and health insurance will be paid first. If a credit balance remains after payment of the outstanding balance, a refund will be issued to the student within fourteen days of the creation of the credit balance. Refunds are normally disbursed through the RVU e-Refund process and are direct deposited into the student's personal bank account.

## Return of Title IV Policy

This policy shall apply to all students enrolled at Rocky Vista University (RVU) who are eligible to receive financial aid from Title IV funds and who totally withdraw, are dismissed, take an approved leave of absence, drop out or stop attending all classes in the semester.

Students who stop attending class (for any of the reasons listed above) before completing more than 60% of a semester will have their Title IV aid recalculated based on the percent of the term they completed. For example, a student who withdraws completing only 20% of the term will have "earned" only 20% of any Title IV aid that was disbursed or could have been disbursed. The remaining 80% must be returned. If the student withdraws after completing 60% of the semester the student would earn 100% of the Title IV aid. In determining the percentage of the semester completed for a student who withdraws, the school includes in the denominator the total number of calendar days in the semester excluding any scheduled breaks of at least five consecutive days. The school includes in the numerator the total number of days up to the date of withdrawal excluding any scheduled breaks of at least five consecutive days.

If the amount of Title IV aid disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, the student may be eligible to receive a Post-Withdrawal Disbursement of the earned aid that was not received. If the unearned amount includes loans, the school must obtain permission from the student before making a post-

withdrawal disbursement. The student will have 14 days (about 2 weeks) from the date of the notice to accept or decline some or all of the loan amount.

If the amount of Title IV aid disbursed to the student exceeds the amount of loan the student earned, the school must return a portion of the excess equal to the lesser of:

- The institutional charges multiplied by the unearned percentage of the Title IV aid; or
- The entire amount of excess Title IV aid.

If the school is not required to return all of the excess Title IV funds, the student must return the remaining amount. In the case of loans, the student must return the loan amount in accordance with the terms and conditions of the Master Promissory Note. Unearned Title IV funds shall be returned in the following order:

1. Direct Unsubsidized Loan
2. Direct Grad-Plus Loan

"Title IV Funds" refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes: Direct Unsubsidized Loans and Direct Grad-Plus Loans.

A student is not considered withdrawn for R2T4 purposes only, if any of the following criteria are met:

1. The institution obtains written confirmation that the student will attend a later module in the same payment period or period of enrollment.
2. The student completes the requirements for graduation.
3. The student successfully completes one or more modules that, together, comprise at least 49% of the days in the payment period.
4. The student successfully completes coursework equal to or greater than the coursework required for half-time enrollment.
5. The institution treats the student as never having attended any courses during the payment period or period of enrollment. This includes officially removing the student from all enrolled classes, and ensuring that:
  - All Title IV funds disbursed for the period, including any credit balances, are returned in full to the Department of Education.
  - The institution fully refunds all student charges associated with the period.
  - The institution writes off any remaining student balance for the period.

When there is an official withdraw, a student's withdrawal date is:

- The date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw; or



- The official date of an approved leave of absence, withdrawal or dismissal from the University as documented.

When there is an unofficial withdraw, a student's withdrawal date is:

- The last documented date of an academically related activity recorded by the college or, if no date is available, the midpoint of the student's term of enrollment.

Any student intending to officially withdraw or requesting an academic leave of absence must notify the Program Director, either verbally or in writing. All requests for an academic leave of absence will be approved or denied by the Program Director, Dean, or Provost. Link to RVU's academic leave of absence policy: <https://catalog.rvu.edu/university-policies/student-enrollment-status-changes>. . RVU does not have a financial aid leave of absence; students placed on an academic leave of absence will be withdrawn for Title IV aid.

Refunds on all institutional charges (tuition and fees) will be calculated according to the RVU refund schedule. Please refer to RVU's Tuition Refund Policy for more information.

When a student has withdrawn, any credit balance refund must be put on hold until R2T4 is calculated. Title IV credit balances will be refunded within 14 days of the date the R2T4 calculation is completed.

Students are responsible for any part of institutional charges outstanding after Title IV funds are returned.

Deadlines:

- Within 45 days from the date RVU determined that the student withdrew, the college will return unearned funds.
- Within 30 days from the date RVU determined that the student withdrew, the college will offer a post withdrawal disbursement, if applicable. Students will have 14 days from the date of the notice to respond.

## Satisfactory Academic Progress Standards for Financial Aid Eligibility

Federal regulations require that Rocky Vista University (RVU) establish, publish and apply standards of Satisfactory Academic Progress (SAP) which students enrolled in the MSBS program must meet. This document represents the satisfactory academic progress policy standards adopted by RVU for financial

aid eligibility. This policy applies to all MSBS students including those applying for or currently receiving Federal, State, or institutional financial assistance.

Academic progress requires both quantitative and qualitative measurement. Academic records will be reviewed at the end of each term to determine if the student is making satisfactory progress towards their degree.

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

**Maximum Timeframe:** Students must complete their degree within a maximum number of attempted credits not to exceed 150% of the published program length. If at any point in time it is determined that a student cannot complete their program of study within 150% of the program length, the student will become ineligible for aid and will need to submit an appeal.

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

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

Students must maintain a minimum cumulative grade point average of 2.7.

**Leaves of Absence:** Periods of approved Leaves of Absence will not count toward the maximum time frame. A student may not receive financial assistance during a Leave of Absence.

**Repeated Coursework:** Once passed a course may not be repeated unless recommended by the Program Director. The original grade received in a course will not count toward the student's GPA but will be included in the quantitative assessment. Students who repeat coursework must still complete their degree within the maximum timeframe.

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

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



Noncredit Remedial Courses: RVU does not offer noncredit remedial courses.

Transfer Students: The MSBS program does not accept transfer credits.

Students who are accepted from other programs within the University will be evaluated with respect to levels of academic progress attained, and the remaining credits required to complete their degree will be determined. Articulated courses will count as both attempted and completed hours and will count toward the maximum timeframe.

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

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

#### Financial Aid Warning:

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

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

#### Financial Aid Probation:

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

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

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

#### Procedure:

The Office of Student Financial Services will review the academic progress (qualitative and quantitative) of each financial aid recipient at the end of each term, prior to the disbursement of financial aid for the subsequent term. A student’s entire academic record will be reviewed, which will include any periods of enrollment that the student did not receive financial aid

assistance. SAP review is not complete until both the qualitative and quantitative measures have been reviewed.

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

#### Reestablishing Eligibility:

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

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

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

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

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

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

Without Approved Appeal: Students who are not making satisfactory academic progress, who do not submit an appeal or have their appeal request denied, may regain eligibility only by taking action that brings them into compliance with RVU's satisfactory progress standards.

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

## Student Health Insurance

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

For additional information and updates please reference the RVU website at <https://www.rvu.edu/financial-aid/>.

## Tuition and Fees

Tuition for MSBS for 2025-2026 is \$31,992. The following annual fees will also apply to all MSBS students:

### Student Fees

Health Insurance: \$5,137\*

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

## Curriculum

### Master of Science in Biomedical Sciences

#### Curriculum

The MSBS program's innovative curriculum is designed to graduate competent students who are prepared for success in a graduate, professional training program in a health sciences field. The curriculum emphasizes interdisciplinary collaboration and correlates foundational science information with clinical application. The MSBS program defines one credit hour for every 15 contact hours.

#### Semester I - Fall

| Item #   | Title                                | Credits |
|----------|--------------------------------------|---------|
| BMS 5012 | Foundations of Success               | 1       |
| BMS 5008 | Medical Humanities                   | 1       |
| BMS 5021 | Molecular Basis of Medicine I        | 2       |
| BMS 5041 | Physiology I                         | 4       |
| BMS 5051 | Anatomy I                            | 2       |
| BMS 5060 | Microbiology and Infectious Diseases | 3       |
| BMS 5061 | Healthcare Ethics                    | 0.5     |

#### Semester II - Spring

| Item #        | Title                          | Credits |
|---------------|--------------------------------|---------|
| BMS 5002      | Biomedical Pharmacology        | 3       |
| BMS 5010      | Journal Club                   | 2       |
| BMS 5022      | Molecular Basis of Medicine II | 2       |
| BMS 5042      | Physiology II                  | 4       |
| BMS 5052      | Anatomy II                     | 2       |
| BMS 5070      | Immunology                     | 3       |
| Total Credits |                                | 29.5    |

# Doctor of Nurse Anesthesia Practice (DNAP) Program

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## Introduction

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## Doctor of Nurse Anesthesia Practice

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### A Message from the Program Director

Welcome to Rocky Vista University's Doctor of Nurse Anesthesia Practice (DNAP) program. I am pleased that you have chosen to pursue your next academic and professional steps with us. At RVU, the success and well-being of our students, faculty, and staff has always been a top priority. The following pages describe our curriculum and the policies that will guide you on your path to receiving your DNAP degree.

The curriculum we have designed will give you a broad and deep exposure to scientific and anesthetic principles. It will require you to think critically about how science is applied to anesthesia practice. This includes learning about diversity, equity, and inclusion and preparing you for successfully working in diverse workplace settings with people from many backgrounds. Our dedicated and highly educated didactic and clinical faculty will challenge your ideas, inspire your curiosity, and develop your drive to enhance your learning. All of these aspects culminate in a DNAP program that will prepare you for successful entry into anesthesia practice.

We are committed to your education and aim to set a positive example for you, the student, by conducting ourselves with the utmost level of professionalism, compassion, and integrity. And we will expect you to do the same, as these are the most respected characteristics of healthcare professionals, researchers, and people.

I applaud you for embarking on this educational journey and I look forward to seeing what you will accomplish as part of RVU's first DNAP class.

Sincerely,

Craig S. Atkins DNP, CRNA  
Program Director, Doctor of Nurse Anesthesia Practice  
Rocky Vista University

## DNAP Introduction

The DNAP program is a 36-month, full time, 109 semester credit hour degree program leading to a Doctor of Nurse Anesthesia Practice degree. All courses are taken as a cohort, sequentially.

The RVU DNAP Student Handbook and the RVU Student Handbook are found on the RVU website. Students should be familiar with all University level policies, which can be found at [policies.rvu.edu](https://policies.rvu.edu).

The DNAP program has published this handbook to inform students of policies, procedures, and services available. To ensure a quality educational experience, both on campus and in clinical settings, students should become familiar with the contents of this handbook and be able to use it as a resource. If you have questions or concerns regarding any material in this handbook, please contact the Program Director.

This Student Handbook is intended to be a representative summary of some issues of interest to students, and every effort has been made to ensure its accuracy. However, please note that it is a partial statement of all DNAP program policies, procedures and regulations. The DNAP program reserves the right to change any policies, procedures, rules, programs, or regulations contained in this notice. This handbook is not intended to be nor should it be construed as a contract between the DNAP program and the student or any other parties.

In all matters of program or University discipline, students have the right to be first notified of alleged infractions and will have an opportunity to be heard as such. The University Student Conduct system and appeals processes are designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious disciplinary action against a student, such as separation, is considered and invoked only when other options fail to meet the needs of the University's mission.

The RVU DNAP Student Handbook and the RVU Student Handbook are found on the RVU website. Students should be familiar with all University level policies, which can be found at [policies.rvu.edu](https://policies.rvu.edu).

## Mission Statement and Vision Statement

### Mission Statement

The mission of Rocky Vista University's Doctor of Nurse Anesthesia Practice (DNAP) program is to prepare highly skilled, compassionate, and innovative nurse anesthesia professionals through advanced education, exceptional clinical training, and a commitment to leadership, lifelong learning, and community impact.

### Vision Statement

The vision of the RVU DNAP program is to develop ethical nurse anesthesia leaders who advance safe, quality care through clinical excellence, critical thinking, and lifelong learning.

### Philosophy

The philosophy of the Rocky Vista University Doctor of Nurse Anesthesia Practice (DNAP) program is to prepare skilled, ethical, and innovative nurse anesthesia professionals who excel in leadership and clinical practice. The program emphasizes integrating advanced knowledge, technical expertise, and professional values while fostering critical thinking, lifelong learning, and patient-centered care. We believe the quality of anesthesia care is directly linked to the profession's growth. We are committed to developing competent practitioners who deliver safe, high-quality general and regional anesthesia across diverse patient populations and clinical settings. By promoting leadership, collaboration, and a spirit of service, the DNAP program equips graduates to advance the nurse anesthesia profession and meet the evolving healthcare needs of local, national, and global communities.

## Program Administration/ Faculty

**Craig S. Atkins, DNAP, CRNA**

Director, DNAP Program

- DNP, University of Kentucky
- MS Nurse Anesthesia, University of Kansas Medical Center School of Allied Health
- BS Nurse Anesthesia, The George Washington University, and The Fairfax Hospital School of Anesthesia for Nurses

**Krista L. Christianson, PhD, CRNA**

Assistant Program Director, DNAP Program

- PhD, Rush University
- MS Nurse Anesthesia, University of Texas Health Science Center at Houston

## DNAP Academic Calendar

## Admissions

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### Requirements for Admission

To be considered for admission to the DNAP program, you must meet the following minimum requirements:

1. **Bachelor's Degree in Nursing (BSN):** You must hold a BSN from an accredited institution.
2. **Current RN License:** A current and unencumbered RN license and/or APRN in the United States or its territories or protectorates is required to apply.
3. **Minimum One Year Critical Care Experience:** Critical care experience must be obtained in a critical care area within the United States, its territories, or a US military hospital outside of the United States. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (e.g., pulmonary artery, central venous pressure, and arterial catheters), cardiac assist devices, mechanical ventilation, and vasoactive infusions. Examples of critical care units may include but are not limited to: surgical intensive care, cardiothoracic intensive care, coronary intensive care, medical intensive care, pediatric intensive care, and neonatal intensive. Those who have experiences in other areas may be considered provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.
4. **Certifications:** You must possess ACLS, BLS, and PALS certifications, as well as CCRN certification or other specialty certification (e.g., ER or PACU).
5. **Minimum GPA of 3.0:** Your undergraduate coursework should have a minimum GPA of 3.0 on a 4.0 scale.
6. **Organic Chemistry:** An organic chemistry or biochemistry course taken within the last five years with a B grade or above.
7. **Official Transcripts:** Submit official transcripts from all colleges and universities you attended.
8. **Personal Statement:** Provide a personal statement outlining your goals, interests, and reasons for pursuing a DNAP.

9. **Letters of Recommendation:** Submit letters of recommendation from healthcare professionals, such as physicians, nurse anesthetists, or nurse managers.
10. **Shadowing Experience:** Document at least 16 hours of shadowing a CRNA or physician anesthetist.
11. **Interview:** Complete an interview with program faculty or administrators.
12. **GRE Score:** Achieve a combined score of 300 or above on the Graduate Record Exam (GRE). A completed advanced nursing degree is accepted in place of a GRE score.
13. **Recommended undergraduate basic sciences:** physics, pharmacology, statistics, college algebra, or similar math class within the last five years.
14. **Criminal Background Check:** A criminal background check is required as part of the matriculation process.

**International students:** The RVU DNAP program may consider international applicants. Demonstrated English language proficiency is required; preference will be given to applicants who have previously attended a regionally-accredited college or university in the US.

**All prospective applicants must apply through NursingCAS.**

## Transfer Policy

The DNAP program does not accept transfer credits from other programs or institutions.

# Curriculum for Doctor of Nurse Anesthesia Practice

## DNAP Curriculum

The Doctor of Nurse Anesthesia Practice (DNAP) degree is awarded to Registered Nurses who complete the two-phase entry-level to practice program requirements. Graduates can sit for the National Certification Examination (NCE) to become Certified Registered Nurse Anesthetists (CRNAs).

### DNAP PROGRAM STRUCTURE

#### PROGRAM OF STUDY

**Doctor of Nurse Anesthesia Practice Program:**  
**BSN to DNAP**

## First Year (2025-2026) - Summer Semester I

| Item #  | Title   | Credits |
|---------|---|---------|
| NA 5610 | Advanced Physical and Health Assessment                 | 3       |
| NA 5901 | Research Methodologies for Healthcare Providers         | 2       |
| NA 5301 | Applied Chemistry and Physics for the Nurse Anesthetist | 2       |
| NA 5801 | Foundations in Leadership                               | 2       |
| NA 5501 | Human Patient Simulation I                              | 1       |

## First Year (2025-2026) - Fall Semester I

| Item #  | Title   | Credits |
|---------|---|---------|
| NA 5101 | Advanced Anatomy I  | 2       |
| NA 5151 | Advanced Physiology and Pathophysiology I                   | 4       |
| NA 5201 | Advanced Pharmacology I                                     | 4       |
| NA 5701 | Information Systems and Technology in Healthcare Management | 2       |
| NA 5401 | Professional Aspects of Anesthesia                          | 2       |
| NA 5502 | Human Patient Simulation II                                 | 1       |

## First Year (2025-2026) - Spring Semester I

| Item #  | Title                                      | Credits |
|---------|--|---------|
| NA 5102 | Advanced Anatomy II                        | 2       |
| NA 5152 | Advanced Physiology and Pathophysiology II | 4       |
| NA 5202 | Advanced Pharmacology II                   | 3       |
| NA 5601 | Principles of Anesthesia Practice I        | 5       |
| NA 5503 | Human Patient Simulation III               | 1       |

## Second Year (2026-2027) - Summer Semester II

| Item #  | Title                                | Credits |
|---------|--------------------------------------|---------|
| NA 6601 | Principles of Anesthesia Practice II | 5       |
| NA 6910 | Evidence-Based Practice              | 4       |
| NA 6801 | Health Policy                        | 3       |

## Second Year (2026-2027) - Fall Semester II

| Item #  | Title                              | Credits |
|---------|------------------------------------|---------|
| NA 6001 | Anesthesia Practicum I             | 5       |
| NA 6602 | Advanced Anesthesia Principles 4 I |         |
| NA 6901 | Scholarly Work I                   | 3       |

## Second Year (2026-2027) - Spring Semester II

| Item #  | Title                               | Credits |
|---------|-------------------------------------|---------|
| NA 6002 | Anesthesia Practicum II             | 6       |
| NA 6603 | Advanced Anesthesia Principles 3 II |         |
| NA 6902 | Scholarly Work II                   | 3       |

## Third Year (2027-2028) - Summer Semester III

| Item #  | Title                                | Credits |
|---------|--------------------------------------|---------|
| NA 7001 | Anesthesia Practicum III             | 6       |
| NA 7601 | Advanced Anesthesia Principles 3 III |         |
| NA 7901 | Scholarly Work III                   | 3       |

## Third Year (2027-2028) - Fall Semester III

| Item #  | Title  | Credits |
|---------|--|---------|
| NA 7002 | Anesthesia Practicum IV                          | 6       |
| NA 7602 | Advanced Anesthesia Principles 3 IV              |         |
| NA 7801 | Nurse Anesthesia Practice Management and Finance | 3       |

## Third Year (2027-2028) - Spring Semester III

| Item #  | Title                              | Credits |
|---------|------------------------------------|---------|
| NA 7003 | Anesthesia Practicum V             | 6       |
| NA 7603 | Advanced Anesthesia Principles 3 V |         |
| NA 7650 | Oral Boards                        | 1       |
|         | Total Credits                      | 110     |

## DNAP Program Objectives

- **Academic:** Acquire an advanced and specialized body of knowledge necessary to integrate didactic

information and clinical data. This knowledge enables students to formulate comprehensive and individualized anesthesia care plans.

- **Clinical:** Demonstrate the ability to plan and administer safe and physiologically effective anesthetics. This skill is developed through a deep understanding and synthesis of anesthetic principles and basic science study, ensuring optimal patient care.
- **Scholarly Work:** Develop an appreciation for the role, nature, and conduct of research modalities and their application to practice and professional growth. Students are encouraged to stay current with advancements in the field and explore the literature for evidence for best practice.
- **Professionalism:** Integrate ethical, legal, and cultural considerations into personal and professional value systems. This entails adhering to high ethical standards, understanding legal obligations, and being culturally sensitive while providing nurse anesthesia care.

## DNAP Program Outcomes

Upon completion of the Doctor of Nurse Anesthesia Practice (DNAP) program, the resident will be able to:

1. Apply patient care principles that maintain patient safety while administering anesthesia.
2. Provide effective entry-level care across the peri-anesthesia continuum.
3. Construct an anesthesia care plan based on scientific principles unique to each individual's healthcare needs.
4. Employ effective interpersonal communication skills.
5. Employ leadership skills that foster inter- and intra-professional collaboration.
6. Display professional behavior consistent with the role of a nurse anesthesiologist.

Upon completion of this program, graduates will demonstrate the necessary attitude, knowledge, skills, and judgment for the safe and effective practice of nurse anesthesia by achieving competency in the following areas:

### Patient Safety

1. Be vigilant in the delivery of patient care.
2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care.
3. Conduct a comprehensive equipment check.
4. Protect patients from iatrogenic complications.



## Peri-Anesthesia Practice

5. Provide individualized care throughout the peri-anesthesia continuum.
6. Deliver culturally competent peri-anesthesia care.
7. Provide anesthesia services to all patients across the lifespan.
8. Perform a comprehensive history and physical assessment.
9. Administer general anesthesia to patients with a variety of physical conditions.
10. Administer general anesthesia for a variety of surgical and medically related procedures.
11. Administer and manage a variety of regional anesthetics.
12. Maintain current certification in ACLS and PALS.

## Critical Thinking

13. Apply knowledge to practice in decision-making and problem-solving.
14. Provide nurse anesthesia services based on evidence-based principles.
15. Perform a pre-anesthetic assessment before providing anesthesia services.
16. Assume responsibility and accountability for diagnosis.
17. Formulate an anesthesia plan of care before providing anesthesia services.
18. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
19. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
20. Calculate, initiate, and manage fluid and blood component therapy.
21. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
22. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
23. Use science-based theories and concepts to analyze new practice approaches.
24. Pass the national certification examination (NCE) administered by NBCRNA.

## Communication

25. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
26. Utilize interpersonal and communication skills that result in the effective inter-professional exchange of information and collaboration with other healthcare professionals.
27. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of inter-professional care.
28. Maintain comprehensive, timely, accurate, and legible healthcare records.

29. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
30. Teach others.

## Leadership

31. Integrate critical and reflective thinking in his or her leadership approach.
32. Provide leadership that facilitates intra-professional and inter-professional collaboration.

### Professional Role

33. Adhere to the *Code of Ethics for the Certified Registered Nurse Anesthetist*.
34. Interact on a professional level with integrity.
35. Apply ethically sound decision-making processes.
36. Function within legal and regulatory requirements.
37. Accept responsibility and accountability for his or her practice.
38. Provide anesthesia services to patients in a cost-effective manner.
39. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.
40. Inform the public of the role and practice of the CRNA.
41. Evaluate how public policy-making strategies impact the financing and delivery of health care.
42. Advocate for health policy change to improve patient care.
43. Advocate for health policy change to advance the specialty of nurse anesthesia.
44. Analyze strategies to improve patient outcomes and quality of care.
45. Analyze health outcomes in a variety of populations.
46. Analyze health outcomes in a variety of clinical settings.
47. Analyze health outcomes in a variety of systems.
48. Disseminate research evidence.
49. Use information systems/technology to support and improve patient care.
50. Use information systems/technology to support and improve healthcare systems.
51. Analyze business practices encountered in nurse anesthesia delivery settings.

## NA 5101: Advanced Anatomy I

*This course examines the structural and [functional systems of the human body](#). It integrates anatomical knowledge with clinical applications using various imaging techniques. The students develop a comprehensive understanding of the human body. This course is the prerequisite for NA-5102 (Advance Anatomy II).*

### Program

Doctor of Nurse Anesthesia (DNAP)

**Credits** 2

### Prerequisites

None

## NA 5102: Advanced Anatomy II

*This course examines the structural and functional systems of the human body. It integrates anatomical knowledge with clinical applications using various imaging techniques. The students develop a comprehensive understanding of the human body. It [builds upon the previously presented content of NA 5101](#).*

### Program

Doctor of Nurse Anesthesia (DNAP)

**Credits** 2

### Prerequisite Courses

[NA 5101: Advanced Anatomy I](#)

## NA 5151: Advanced Physiology and Pathophysiology I

*This course emphasizes the integration of cellular, molecular, and systemic mechanisms, and their regulation in health and disease. Students will gain a comprehensive understanding of human physiology and its application to clinical practice.*

*This course is the prerequisite for NA-5152 (Physiology & Pathophysiology II).*

### Program

Doctor of Nurse Anesthesia (DNAP)

**Credits** 4

### Prerequisites

None

## NA 5152: Advanced Physiology and Pathophysiology II

*This course examines the functional systems of the human body and the rationale for the treatment and prevention of disease processes, building upon the previously presented content of NA 5151.*

### Program

Doctor of Nurse Anesthesia (DNAP)

**Credits** 4

### Prerequisite Courses

[NA 5151: Advanced Physiology and Pathophysiology I](#)

## NA 5201: Advanced Pharmacology I

This course prepares the RN and enhances the SRNA in their respective roles on the anesthesia patient care team and in the administration of anesthesia by teaching the principles of pharmacokinetics, pharmacodynamics, uptake and distribution, and selected systemic pharmacology as applicable to anesthesiology.

### Program

Doctor of Nurse Anesthesia (DNAP)

**Credits** 4

### Prerequisites

None

## NA 5202: Advanced Pharmacology II

*Prepares the RN and enhances the CRNA in their respective roles on the anesthesia patient care team and in the administration of anesthesia by teaching the principles of pharmacokinetics, pharmacodynamics, uptake and distribution, and selected systemic pharmacology as applicable to anesthesiology.*

### Program

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

### Prerequisite Courses

[NA 5201: Advanced Pharmacology I](#)

## NA 5301: Applied Chemistry and Physics for the Nurse Anesthetist

The course is composed of three parts. The first is an introduction to structural recognition and the nomenclature of organic compounds. The second introduces gas laws. The third introduces amino acids, lipids, membranes, protein structure and function, and an overview of the bioenergetics of the cell.

### Program

Doctor of Nurse Anesthesia (DNAP)

**Credits** 2

### Prerequisites

None

## NA 5401: Professional Aspects of Anesthesia

*This course introduces professional nurse anesthesia practice, including medical ethics, health and wellness, professional responsibilities, DEI, and collaboration with the healthcare team.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 2

**Prerequisites**

None

## NA 5501: Human Patient Simulation I

*The course promotes knowledge transfer from the academic to the clinical environment. Simulation experiences enhance critical thinking, problem-solving, and skill development appropriate for the registered nurse entering an advanced practice residency.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 1

**Prerequisites**

None

## NA 5502: Human Patient Simulation II

*The course promotes knowledge transfer from the academic to the clinical environment. Simulation experiences enhance critical thinking, problem-solving, and skill development appropriate for the registered nurse entering an advanced practice residency.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 1

**Prerequisite Courses**

[NA 5501: Human Patient Simulation I](#)

## NA 5503: Human Patient Simulation III

*The course promotes knowledge transfer from the academic to the clinical environment. Simulation experiences enhance critical thinking, problem-solving, and skill development appropriate for the registered nurse entering an advanced practice residency.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 1

**Prerequisite Courses**

[NA 5502: Human Patient Simulation II](#)

## NA 5601: Principles of Anesthesia Practice I

*This course prepares the student for a role in the perioperative setting focusing on basic anesthesia principles. These principles include preoperative assessment, intraoperative anesthetic planning, and post-operative recovery (Part I).*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 5

**Prerequisites**

None

## NA 5610: Advanced Physical and Health Assessment

*This course prepares the RN to perform comprehensive health and physical assessments across the lifespan, emphasizing the peri-anesthetic patient. Content builds on the knowledge and skills acquired as a registered nurse and the advanced scientific foundation acquired during nurse anesthesia training.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

**Prerequisites**

None

## NA 5701: Information Systems and Technology in Healthcare Management

*This course gives the student the knowledge and skills to interpret databases to analyze patient outcomes. In addition, the student has the opportunity to explore the basics of information system development, selection, and implementation.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 2

**Prerequisites**

None

## NA 5801 : Foundations in Leadership

*This course focuses on the study of leadership theories and the application of those theories within the healthcare environment. Areas of focus include: assessing leadership style, team building, conflict resolution, and change management.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 2

**Prerequisites**

None

## NA 5901: Research Methodologies for Healthcare Providers

*This course introduces statistical reasoning and data analysis for the health sciences. Coverage includes applications to evidence-based practice using data collection methods, descriptive statistics, estimation, hypothesis testing, non-parametric statistics, correlation, and other measures of association and inferences.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 2**

### **Prerequisites**

None

## NA 6601: Principles of Anesthesia Practice II

*This course prepares the student for a role in the perioperative setting focusing on basic anesthesia principles. These principles include preoperative assessment, intraoperative anesthetic planning, and post-operative recovery (Part II).*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 5**

### **Prerequisite Courses**

[NA 5601: Principles of Anesthesia Practice I](#)

## NA 6001: Anesthesia Practicum I

*This course focuses on applying the principles of anesthesia care performed under the supervision of clinical instructors. The site preceptor assists the trainee in applying the concepts developed in NA 5601, 6601, and 6602 in the clinical setting.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 5**

### **Prerequisite Courses**

[NA 5601: Principles of Anesthesia Practice I](#)

[NA 6601: Principles of Anesthesia Practice II](#)

## NA 6002: Anesthesia Practicum II

*They apply principles of anesthesia care under the supervision of clinical instructors. The site preceptor assists the trainee in applying the concepts developed in NA 5601, 6601, 6602, and 6603 in the clinical setting.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 6**

### **Prerequisite Courses**

[NA 6001: Anesthesia Practicum I](#)

## NA 6602: Advanced Anesthesia Principles I

*A study of the advanced anesthesia principles throughout the life cycle, Part 1. Prepares the student for a role on the anesthesia patient care team and in the administration of anesthesia by teaching analysis, synthesis, and evaluation skills in selecting and discussing appropriate anesthesia drugs for utilization in patient care situations.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 4**

### **Prerequisites**

None

## NA 6603: Advanced Anesthesia Principles II

*A study of the advanced anesthesia principles throughout the life cycle, Part 2. Prepares the student for a role on the anesthesia patient care team and in the administration of anesthesia by teaching analysis, synthesis, and evaluation skills in selecting and discussing appropriate anesthesia drugs for utilization in patient care situations.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 3**

### **Prerequisite Courses**

[NA 6602: Advanced Anesthesia Principles I](#)

## NA 6801: Health Policy

*This course examines the impact of emerging social, ethical, legal, and political issues on the future of health care. The course provides a framework for understanding healthcare organizations, state and federal policy, and regulatory processes. Emphasis is on advocating policy change to improve health care delivery, anesthesia services, and advancing the nurse anesthesia profession.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

### **Credits 3**

### **Prerequisites**

None

## NA 6901: Scholarly Work I

*The course introduces the student to the fundamentals of scholarly practice and prepares the student to explore further and develop the scholarly practice project. The faculty advisor works with their advisees to develop a PICO question and a literature review relevant to the chosen topic.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

### **Prerequisites**

None

## NA 6902: Scholarly Work II

*This course prepares the student to explore and develop a scholarly practice project. The faculty advisor works with their advisees critically appraise their doctoral paper based on the previously developed PICO question and literature review.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

### **Prerequisite Courses**

[NA 6901: Scholarly Work I](#)

## NA 6910: Evidence-Based Practice

*This course introduces the fundamentals of evidence-based practice. The principles involve identifying a healthcare-related problem, developing a PICO question to delineate the problem, and conducting a literature search to find an answer.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 4

### **Prerequisites**

None

## NA 7002: Anesthesia Practicum IV

*This course applies the principles of anesthesia care performed under the supervision of clinical instructors. The site preceptor assists the trainee in applying the concepts developed in NA 5601, 6601, 6602, 6603, 7601, and 7602 in the clinical setting.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 6

### **Prerequisite Courses**

[NA 6001: Anesthesia Practicum I](#)

[NA 6002: Anesthesia Practicum II](#)

[NA 7001: Anesthesia Practicum III](#)

## NA 7003: Anesthesia Practicum V

*This course focuses on the principles of anesthesia care applied under the supervision of clinical instructors. The site preceptor assists the trainee in applying the concepts developed in NA 5601, 6601, 6602, 6603, 7601, 7602, and 7603 in the clinical setting.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 6

### **Prerequisite Courses**

[NA 6001: Anesthesia Practicum I](#)

[NA 6002: Anesthesia Practicum II](#)

[NA 7001: Anesthesia Practicum III](#)

[NA 7002: Anesthesia Practicum IV](#)

## NA 7602: Advanced Anesthesia Principles IV

*A study of the advanced anesthesia principles throughout the life cycle, Part 4. Prepares the student for a role on the anesthesia patient care team and in the administration of anesthesia by teaching analysis, synthesis, and evaluation skills in selecting and discussing appropriate anesthesia drugs for utilization in patient care situations.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

### **Prerequisite Courses**

[NA 6602: Advanced Anesthesia Principles I](#)

[NA 6603: Advanced Anesthesia Principles II](#)

[NA 7601: Advanced Anesthesia Principles III](#)

## NA 7603: Advanced Anesthesia Principles V

*This course studies the advanced anesthesia principles throughout the life cycle, Part 5. Prepares the student for a role on the anesthesia patient care team and in the administration of anesthesia by teaching analysis, synthesis, and evaluation skills in selecting and discussing appropriate anesthesia drugs for utilization in patient care situations.*

### **Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

### **Prerequisite Courses**

[NA 6602: Advanced Anesthesia Principles I](#)

[NA 6603: Advanced Anesthesia Principles II](#)

[NA 7601: Advanced Anesthesia Principles III](#)

[NA 7602: Advanced Anesthesia Principles IV](#)



## NA 7650 : Oral Boards

*This course introduces the graduate student to clear communication and effective dissemination of knowledge through verbal assessment. The student articulates a thorough understanding of anesthesia principles and practice.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 1

**Prerequisites**

None

## NA 7801: Nurse Anesthesia Practice Management and Finance

*The course provides a framework for personal finance management and practice management fundamentals. Topics include budgeting, billing, financial forecasting, starting a practice, hiring, and retirement for personal and professional activities.*

**Program**

Doctor of Nurse Anesthesia (DNAP)

**Credits** 3

**Prerequisites**

None

## Requirements for Graduation

### Grading

*\*Note: See Student Handbook for detailed procedures.*

### Final Grades

Grading for DNAP program students is based on a scale of 0 to 100.

The DNAP program requires a grade of 79.99 or above to pass all courses; any grade below 79.99 is considered unsatisfactory/fail.

90-100% = A = 4.0    Excellent

80 – 89.99 = B = 3.0    Satisfactory

<79.99% = F = 0.0    Unsatisfactory

### Grade Point Average

RVU grade point averages (GPA) are based on a 100-point scale. The GPA is calculated by dividing quality points by GPA credit hours (pass/fail

coursework is already excluded). The GPA will be a one-digit number with two decimal places and will not be rounded

## Good Academic Standing

A student is considered in good academic standing if the cumulative grade point average is 3.0 and above.

## Tuition and Financial Information

### Financial Aid

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

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

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

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

The University may offer scholarships and a number of other organizations also provide financial assistance. GI Bill® Benefits will be available for qualified students soon.

RVU and the RVU Alumni Association also award scholarships to each incoming class. Descriptions of



the scholarship criteria and applications are posted annually, during the spring prior to matriculation, on the University website. Scholarship applicants must complete a separate application and supply all required supporting documentation for individual scholarships by the deadline. Award recipients will be announced in July. Please see the RVU website or contact the Office of Student Financial Services for more information.

**Prior Credit Policy for GI Bill® Recipients:** In accordance with Title 38 USC 3675, all GI Bill® recipients or eligible dependents who use GI Bill® Benefits for this training are required to bring in documentation of all previous training credit and education. GI Bill® recipients are required to submit all prior training transcripts, including military transcripts, to the institution for review. This institution will review all prior credit and maintain a record of such training in the students VA file. VA students' records must be kept for 3 years following the ending date of the last period certified to VA. Referenced law: Title 38 CFR 21.4209(f))

#### **VA Pending Payment Policy:**

"In accordance with section 103, Public Law 115-407, Rocky Vista University will not penalize or limit the participation of students covered under the Chapter 33 Post-9/11 GI Bill® or Chapter 31 Veteran Readiness & Employment (VR&E) while awaiting the payment of tuition and fees by the US Department of Veterans Affairs. The University will not drop covered students for non-payment.

1. To be a covered individual, RVU will require students to self-identify and provide the following documentation:
  1. Certification of Eligibility; or
  2. VA Form 28-1905; and
  3. Request for Extension of Tuition and Fees Deadline Form.
2. If a student fails to send, at a minimum their Certificate of Eligibility, they will not be certified for VA Educational Benefits and will be subject to the standard charges associated with the program they are attending.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.*

It is not necessary to complete a Free Application for Federal Student Aid (FAFSA.) Detailed information regarding private loan application is posted on the website.

In addition, once DNAP becomes Title IV eligible, there will be additional requirements of all students who have received any type of educational loan.

The maximum amount a student may receive from all sources of financial aid is limited to their annual Cost of Attendance (COA). The Cost of Attendance includes tuition, fees, books, supplies, health insurance, room and board, transportation and personal expenses. The costs required to take professional exams will be included in the COA for the appropriate years. The COA is an estimate of the cost of attending RVU and maintaining a modest but adequate standard of living. An individual student's actual costs may be higher or lower depending upon the choices he or she makes. A COA does not include living expenses for a student's spouse or other dependents. Cost of Attendance budgets are published annually and are available upon request from the Office of Financial Aid.

## **Satisfactory Academic Progress Standards for Financial Aid Eligibility**

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

Academic progress requires both quantitative and qualitative measurement. Academic records will be reviewed at the end of each term to determine if the student is making satisfactory progress towards their degree.

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

**Maximum Timeframe:** Students must complete their degree within a maximum number of attempted credits not to exceed 150% of the published program length. If at any point in time it is determined that a student cannot complete their program of study within 150% of the program length, the student will become ineligible for aid and will need to submit an appeal.

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

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

Students must maintain a minimum cumulative grade point average of 3.0.

**Leaves of Absence:** Periods of approved Leaves of Absence will not count toward the maximum time frame. A student may not receive financial assistance during a Leave of Absence.

**Repeated Coursework:** Once passed a course may not be repeated unless recommended by the Program Director. The original grade received in a course will not count toward the student's GPA but will be included in the quantitative assessment. Students who repeat coursework must still complete their degree within the maximum timeframe.

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

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

**Noncredit Remedial Courses:** RVU does not offer noncredit remedial courses.

**Transfer Students:** The DNAP program does not accept transfer credits.

**Summer Terms:** Academic records will be reviewed at the end of each term, including summer if student is enrolled, to determine if the student is making satisfactory progress towards their degree.

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

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

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

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

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

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

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

Note that the University may have a different definition of "academic probation or warning." Refer to the Student Handbook and Catalog for more information on academic probation.<sup>7</sup>

#### **Procedure:**

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

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

#### **Reestablishing Eligibility:**

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

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

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

1. A written statement from student which documents:
  - The reason(s) for failure to meet the standards of academic progress for financial aid eligibility.

- What has changed in the student's situation that would allow the student to bring their academic progress up to required standards.
2. A letter or academic plan from the SPC and/or the Assistant/Associate Dean of Student Affairs. The academic plan must ensure that the student is able to meet SAP standards by a specific point in time.

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

If the appeal is granted, and it is determined that the student will require more than one payment period to meet SAP standards, they may be placed on probation with an academic plan in place. A student's progress will be reviewed at the end of each payment period as is required of a student on probation

status. If the student is meeting the requirements of their academic plan, the student is eligible to receive financial aid funds as long as the student continues to meet those requirements. Students must appeal to change their plan. If the student does not meet the requirements of their academic plan, they will again become ineligible for financial aid with the opportunity to re-appeal.

Without Approved Appeal: Students who are not making satisfactory academic progress, who do not submit an appeal or have their appeal request denied, may regain eligibility only by taking action that brings them into compliance with RVU's satisfactory progress standards.

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

## Student Health Insurance

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

from the Office of Student Financial Services. Any student who has a lapse of health insurance coverage will be summarily removed from classes and/or clerkships and may be subject to dismissal.

For additional information and updates please reference the RVU website at <https://www.rvu.edu/financial-aid/>.

## Tuition and Fees

Tuition for DNAP for 2025-2026 is \$50,000/year (Summer, Fall, Spring) \$10,300 (Summer 2026)

Health Insurance: Prorated \$839 (Summer) \$5,310\* Annual (Fall, Spring, Summer)

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