

ROCKY VISTA UNIVERSITY



Handbook & Catalog | 2012-2013



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Mission Statement

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

- **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.
- **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** - An awareness and dignity for all, regardless of culture, race, ethnicity, gender, religion, sexual orientation, physical ability, socioeconomic status or individual life experiences.
- **Excellence** - The commitment to exceed expectations in education.
- **Service** - Through active service, we support one another and seek to meet the needs of the larger community.

Reservation of Power

The Rocky Vista University Student Handbook is a reference guide to provide students with important information about policies, procedures, requirements and services. The Student Handbook is available online at www.rockyvistauniversity.org. 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 Student Handbook 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 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 and responsibilities of the student.

Discrimination

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, 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, and to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with 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.

Updated: October 2012

Rocky Vista University

Student Handbook

About Rocky Vista University

RVU's campus is located in the Town of Parker in Douglas County, Colorado – just 20 miles southeast of Denver. The community is known for its excellent school system, extensive biking/jogging trails, recreational facilities, dining and entertainment, as well as a wide variety of arts and community events held throughout the year.

The technologically advanced, 145,000 square foot facility boasts auditoriums, laboratories, and study/learning areas that have been professionally engineered to develop a positive learning environment. This includes a standardized patient lab that has been designed and equipped to replicate the testing facilities of the National Board of Osteopathic Medical Examiners (NBOME) as well as the United States Medical Licensing Examination (USMLE). RVU takes pride in its experienced and talented administration, faculty and staff, as well as its exceptional student body. A strong sense of community is evident at RVU.

Rocky Vista University is a candidate with the Higher Learning Commission and an affiliate of the North Central Association. The Higher Learning Commission's physical address, website and telephone numbers are the following:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Telephone: 800.621.7400 or 312.263.0456
Fax: 312.263.7462
Website: ncahlc.org
The Higher Learning Commission's email for inquiries is: info@hlcommission.org.

Degree Programs

RVU currently offers a degree program in Osteopathic Medicine, leading to the degree of Doctor of Osteopathic Medicine (D.O.).



Doctor of Osteopathic Medicine

Osteopathic physicians are distinguished by an emphasis on primary care, and their tradition of caring for patients in underserved rural and urban areas. Osteopathic physicians respect the relationship between physical structure and organic function, and view the human body as an interdependent unit, rather than an assortment of separate parts and systems.

All medical and surgical specialties are represented within the osteopathic medical profession. However, the training of primary care physicians and the commitment to serve rural, minority, and underserved populations is characteristic of RVU and the osteopathic medical profession.

Tuition, Fees and Deposits

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.

Students will be billed for tuition and fees for each semester at least 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 rotations.

A student who withdraws before the first day of class of a semester for which they have already paid their tuition and fees will receive a 100% refund, with the exception of any non-refundable deposits which will

be retained by the University.

Students who matriculate into the University, begin classes or rotations, and subsequently withdraw within the first seven calendar days of a semester shall receive a refund equal to the amount of their tuition for that semester less \$4,000. Fees may be refunded with the exception of charges already incurred as of the date of withdrawal.

Students who withdraw or are dismissed from the University either voluntarily or involuntarily after the first seven days of class or rotations but before the thirtieth calendar day of the semester shall receive a refund of 50% of the amount of tuition paid for that semester. No fees will be refunded.

Students who are dismissed or on a voluntary or administrative leave of absence shall not be eligible for refunds.

Any exceptions to this refund policy must be made by the Dean of the College.

Dismissal constitutes an involuntary withdrawal from the university.

All students are required to obtain health insurance prior to matriculation and maintain their individual health insurance throughout their time of enrollment at the University. Students must participate in the University-sponsored health insurance program or provide verifiable proof of equivalent coverage with another insurance provider. The student must provide written notification from the insurance company if their health insurance will expire during the school year. The current cost of the Student Health Insurance program may be obtained from the Office of Student Financial Services.

Required Technology

Each student admitted is required to have a laptop computer with wireless capabilities that meets the specifications published annually by the University's Information Services Department and distributed by the University. The recommended platform is Microsoft Windows.

Each student admitted is also required to obtain a handheld PDA device that supports WiFi access, internet browsing and meets the specifications published annually by the Medical Informatics Department.



STUDENT AND ACADEMIC SERVICES

Financial Aid

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

The Office of Student Financial Services at Rocky Vista University 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. You can find a copy of the Financial Aid Code of Conduct on the RVU website.

Current students finance 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. Coursework at Rocky Vista University is rigorous, and students should not expect that they will be able

to finance their education through part-time employment. Employment during enrollment is strongly discouraged. Employment in health-related disciplines requires prior permission from the Dean.

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

The University offers several scholarships and a number of other organizations also provide financial assistance. Military Health Profession Scholarships and GI Bill Benefits may be available for qualified students. Students may also apply for one of the loan forgiveness programs offered through a variety of government and non-profit agencies. Please see the RVU website for more information.

Many RVU students utilize private educational loans to finance a portion of their expenses. Information about some of the private loan options may be found on the RVU website under Financial Aid.

All new students are required to meet with a financial aid counselor within the Office of Student Financial Services within 60 days of the beginning of their first semester. Enrolled students are encouraged to meet annually with a financial aid counselor. All students who have received any type of educational loan must meet with a financial aid counselor during their last year as a requirement for graduation.



The Rocky Vista University Health Sciences Library

The library at Rocky Vista University provides students and faculty members with access to information in the health sciences, instruction in the use and evaluation of resources, assistance with reference questions, and an inviting space in which to study, collaborate, and connect. The library acquires required and recommended textbooks, essential monographs and reference works, and selected journals, databases, and point-of-care reference tools. When possible, texts and journals are acquired in digital formats to provide off-as well as on-campus access, and the library maintains over 2,100 journal subscriptions.

The 11,000 sq. ft. facility offers numerous computer workstations, wireless network access, high-speed photocopiers and printers, and small-group study rooms. Bibliographic instruction and the library environment foster independent and collaborative learning and encourage research and writing. Seminars and courses in informatics emphasize the importance of empirical evidence and academic integrity, and enable students to recognize information needs to formulate research questions and strategies, to select, evaluate, and access sources of information, and to synthesize, apply, and present findings.

Administration/Faculty Office Hours

The University administration endorses an open-door policy and encourages students to meet regularly with the administration and faculty. Regular office hours are established by the administration and faculty for student appointments. Faculty members are also available by appointment.

Special Counseling Arrangements

All students have access to a variety of mental health services, including 24-hour psychiatric services. Information is maintained and posted in the Office of Student Services and is listed on RVU's website and other strategic locations throughout the campus. The individual student and his/her personal health insurance are responsible for all fees that are incurred through the utilization of such services.

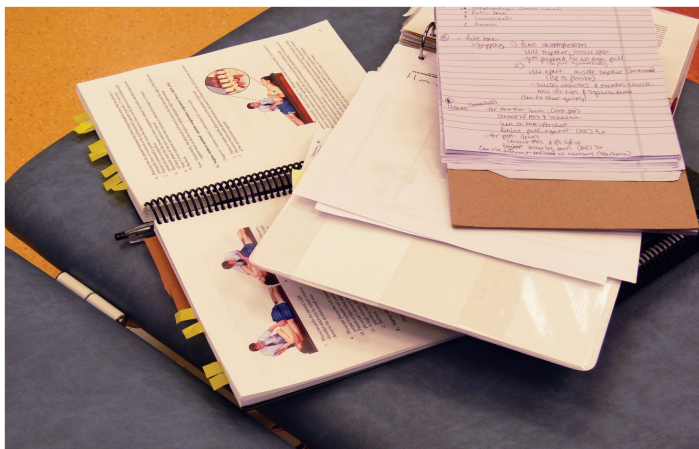
The suggested initial contact for osteopathic medical students may be through the on-campus Director of Counseling Services or the Colorado Physicians Health program (CPHP), an organization that provides diagnostic evaluation, treatment referral as well as treatment, monitoring and support services. CPHP offers referrals to physicians, residents and medical students with health problems, including medical conditions, psychiatric illnesses, substance abuse and/or personal problems such as family difficulties, stress or career issues. Information about on-campus counseling services or the CPHP, as well as other options for personal counseling, is maintained and posted in the Office of Student Services and is listed on RVU's website and other strategic locations throughout the campus.

Initial assessment through CPHP is provided at no cost to the student. The individual student and his/her personal health insurance are responsible for all fees that are incurred through the utilization of such services, unless evaluation or opinion services are directed by the Dean of the College or designee. If preferred, the student may contact any other mental health provider of their choice.

ACADEMIC AND CURRICULUM POLICIES AND PROCEDURES

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 sections on individual degree programs for more information.



Advanced Placement

Request for advanced placement for any course at Rocky Vista University must be declared and all supporting documentation must be submitted by the student prior to the first day of classes of the first year. The student must present all supporting documents to the Office of Admissions for review. All advanced placement must be approved by the Dean of the respective college.

A student must have completed an equivalent course of study within the timeframe specified by the college/program. The academic department will also have the option of requiring a comprehensive examination to determine the student's competency in the subject matter. The requirement for this examination will be determined by the department. The student will be required to attend all classes and take all examinations until the disposition of the advanced placement request is finalized.

Academic Records

All documentation placed in the student's permanent records will be maintained in the Office of the Registrar until after the date of the student's graduation or removal from the University.

The Family Educational Rights and Privacy Act (FERPA)

Annual Notification to Students of their FERPA Rights

Rocky Vista University

(July 1, 2012)

The Family Educational Rights and Privacy Act (FERPA) afford 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.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Rocky Vista University (RVU) receives a request for access. A student must submit to the Registrar, Dean, head of the ac-

academic department, or other appropriate official, with a copy to the Registrar, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask RVU to amend a record should write the RVU official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If RVU decides not to amend the record as requested, RVU will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

RVU discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person:

- employed by RVU in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff);
- serving on the board of trustees;
- or a student serving on an official committee, such as a disciplinary or grievance committee.
- a volunteer or contractor outside of RVU who performs an institutional service or function for which RVU would otherwise use its own employees and who is under the direct control of RVU with respect to the use and maintenance of PII from education records,

such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for RVU.

Upon request, RVU also discloses education records without consent to officials of another institution in which a student is enrolled or seeks or intends to enroll as long as the disclosure is related to the student's enrollment.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. RVU may disclose personally identifiable information from an educational record of a student without the consent required in 34 CFR §99.30 of the disclosure is in connection with a health or safety emergency under conditions described in 34 CFR §99.36.

In addition, RVU identifies the following items as directory information. This is information that normally would not be considered a violation of a student's privacy if disclosed without the student's written consent. RVU's directory information items are the student's name, address, email address, telephone number, date and place of birth, major field of study, and dates of attendance, most recent previous institution attended, photograph, degrees and awards received, and participation in officially recognized activities.

FERPA HEARING PROCEDURES

Requests to Amend Student Records

Introduction

The Family Educational Rights and Privacy Act give

students the right to review their education record and the right to request the record's amendment for any ministerial/clerical errors that are discovered after review. The process of requesting an amendment also includes provision for a formal hearing if there is disagreement between the student and the holder of the record as to whether an amendment should be made. Changing or amending the student's educational record is limited to inaccurate, misleading information or if the information contained in the record is a violation of a student's privacy rights. Amendments to a student's education record on substantive matters such as a grade change (when the problem is not a recording error) or a change in the result of disciplinary adjudication are not covered by FERPA and will not be considered by the University under this procedure. To request an amendment to his or her education record, a student must follow the procedures listed below.

Requesting Record Review

A student wishing to review all or a portion of his or her education record must make a written request to review the record to the University Registrar, Dean, head of the academic department, or other appropriate official who holds the record to be inspected, with a copy to the Registrar, indicating the records sought to be inspected. A University official will respond to such requests within fourteen (14) days to schedule a date for the review to occur. Depending on the amount of material to be reviewed, the review date may occur as late as forty-five (45) days after the request is made in order to allow requested materials to be gathered in one location.

Requesting Education Record Correction

After a student has reviewed his or her education record, a request to amend the record must be made in writing to the University official responsible for the record with a copy to the Registrar. By law, the University is required to consider only requests to amend information that is inaccurately recorded. Requests for substantive changes such as a grade change, removal of materials such as received evaluations, or outcome in a judicial proceeding are not covered under the FERPA amendment proceeding.

A proper request to correct a student education record must:



- Be written to the University official responsible for the record;
- Clearly identify the part of the record they want to be changed; and
- Specify why the record is inaccurate or misleading.

1 34 CFR 99.21(b)(2). Any written request which does not include the required information will not be considered and the requestor will be notified in writing that their request was not made properly.

Upon receipt of a proper request for amendment, the University will make a prompt determination within a reasonable time, but not more than thirty days, as to whether the proposed correction is accepted or rejected. The student will be notified in writing that the amendment has occurred or that the request is denied. A letter denying the request will state the reasons for the decision and notify the student of the right to request a hearing. A copy of that letter will be generated by the Registrar, or if issued by another University official, copied to the Registrar.

Requesting a Hearing

A hearing request must be made in writing by the student and directed to the University Registrar. The Registrar will notify the student, and applicable University officials, within a reasonable time after the request is received, but not more than thirty business days, as to the date, time and place of the hearing. In most circumstances, the hearing date will be within forty-five business days of such notice so that the student may be prepared for the hearing. The hearing procedures outlined do not attempt to recreate or approximate a court of law.



Student Rights at the Hearing

To present information and evidence concerning a clerical or recording error in the education record which needs to be corrected. The hearing is not an opportunity to review substantive decisions by University faculty or staff concerning evaluation of academic work or outcomes of disciplinary proceedings.

To have a hearing officer who does not have a direct interest in the outcome of the hearing;

To be advised by one or more individuals, including counsel;

To have a full and fair opportunity to present evidence concerning requested corrections to the education record;

To receive, within a reasonable period of time after the hearing, but not more than thirty business days, a written decision based solely on the evidence provided at the hearing. The decision will include a summary of evidence and reasons for the decision;

To submit a statement into his or her education record commenting on the contested portion of the record which will be provided to any person who later views that portion of their education record, if the amendment is denied.

University Rights and Responsibilities When a Hearing is Requested

To select a hearing officer in accordance with FERPA requirements. The hearing officer may be any University official who does not have a direct interest in the hearing outcome. The Vice Dean or Associate Dean of

Student Services, or their designee, shall serve as the hearing officer. The hearing shall in all respects be under the control of the hearing officer and shall not be subject to formal rules of evidence or procedure.

To deny a request for a hearing when the proposed amendment to the education record include anything more than correcting clerical errors.

To schedule a hearing within a reasonable time, but not more than thirty business days, after receiving the hearing request.

To provide evidence to the hearing officer to support the previous determination not to amend the student's education record.

Role of the Hearing Officer

To allow the student the opportunity to present evidence relevant to the issues raised. The hearing officer has the right to determine whether particular evidence presented is relevant to the record and issue(s) in question

To make his or her decision solely on the evidence presented at the hearing

To provide the student with a timely written decision, including a summary of the evidence and reason for the decision.

Hearing Outcome

If the hearing officer finds that the record is inaccurate, misleading or otherwise in violation of the privacy rights of the student, the University will amend the record accordingly. The student will be notified in writing of the correction with a copy to the Registrar. If the hearing officer finds that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the University will notify the student of the right to place a statement in the record commenting on the contested portion of the record, or stating why he or she disagrees with the decision not to amend, or both. The University will maintain this statement with the contested portion of the student's education record for as long as the record is maintained. The statement will be disclosed whenever the University is required to disclose the portion of the record to which the statement relates.

Disabilities and Academic Accommodations

The University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Students must be able to meet the technical standards set forth by the college/program in which they are enrolled, with or without reasonable accommodations. It is the student's responsibility to initiate the process for disability services or accommodations. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a written request for reasonable accommodation to the Office of Student Services. The student has the obligation to provide current evidence of the disability, including supporting documentation from a physician or a clinician holding a terminal degree in a field that qualifies the professional to evaluate the student, diagnose the condition and provide recommendations of needed accommodations. Each request will be considered on an individual, case-by-case basis.

The University has the right to require a second opinion (at the University's expense) by a provider recognized by the University as having expertise in the evaluation, diagnosis and treatment of the alleged condition in their consideration of the appropriateness of any student's request for accommodation or services.

Academic Accommodations Process

A request for accommodation must be made in writing to the Office of Student Services or the disability service representative (ADA Officer) and must be supported by appropriate documentation of recent medical, psychological, psychometric or educational assessment, including the date administered and evaluated by a qualified professional and the credentials of the professional performing the evaluation and testing.

Upon receipt of a written request for accommodation, an ADA Committee will be formed to evaluate the student's request. If the student disagrees with the recommendation made by the ADA Committee, the decision may be appealed to the Dean of the College.

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

Course and Instructor Evaluations

Each student has a responsibility to provide constructive evaluation for the courses and the instructors as directed by the University's policy on curricular evaluation and improvement. This responsibility may be met in part by participation in course evaluations that are required by the University. The University expects each student to comply with this responsibility and obligation in a constructive manner so that optimal feedback can be provided. The student's input will help improve the educational effectiveness of the curriculum, as well as assist faculty members by providing them with constructive input.

Student Responsibility to Obtain Information

Each student enrolled in Rocky Vista University is individually responsible for knowledge of the current academic regulations, general and specific requirements, the operational policies, any changes to current or newly-published policy or procedures, and any other official documents or announcements of the University.

Students are responsible for remaining aware of educational obligations, e.g. being aware of their grades, the procedures for remediation, the times and locations of all examinations or laboratory sessions, the time and location of clinical rotations, etc. Students are also responsible for being aware of all deadlines and meeting all deadlines.

Official University communications include but are not limited to email and written copy. All students are required to maintain and access their University email account daily for any communications that have been sent. The University may send communications via



email, U.S. mail, registered or certified mail at their discretion. The student is responsible to maintain their correct address with the Office of the Registrar. Failure to receive communications from the University (email, regular mail, certified mail, registered mail, etc.) does not relieve the student of her/his duties and obligations that are included in any and all communications.

Withdrawal from University

Voluntary withdrawal is a student-initiated resignation under which he/she surrenders all rights and privileges as a student in the University. A student must notify the Associate Dean of Student Services of their request for a voluntary withdrawal.

A student who does not register within 10 days of the start of each semester is deemed to have requested a voluntary withdrawal. A student who fails to attend classes or be present at their assigned clinical rotation site for 10 consecutive calendar days without written notification shall be considered withdrawn from the University.

To return to school after withdrawal, the student must apply for readmission through the Office of the Dean.

Withdrawal in good standing (Withdrawal Passing; WP) is a designation that is placed on the transcript to indicate to anyone receiving those transcripts that the individual has completed a minimum of 25 percent of the length of the course and was currently passing the course enrolled in at the time of the withdrawal. This designation is not used to calculate GPA.

Withdrawal not in good standing (Withdrawal Failing; WF) indicates that the student has completed more than 25 percent of the length of the course, and was failing that course at the time of withdrawal. This designation is not used to calculate GPA.

Withdrawal (W) indicates the student has not completed 25 percent of the length of the course and a grade has not been determined. This designation is not used to calculate GPA.

These withdrawal designations are intended to serve as notification to any academic institution, including RVU, regarding the status of the student at the time of his or her withdrawal.



Leave of Absence

A leave of absence must be approved by the Dean of the college and may not exceed one year (12 months) either cumulatively or within a single leave during the student's enrollment. If the student does not return within that time frame, he or she will automatically be considered to have voluntarily withdrawn. The specific time frame 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.

A student may not be allowed to return in the middle of a course, but directed to begin after a leave of absence during a specific starting point. While on a leave of absence, a student is 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 of the College.

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 Office of Student Services. The request will be reviewed, and a recommendation will be submitted to the Dean. The Dean will then determine whether or not to grant the leave of absence. If approved, and if

the student is in good academic standing, the student may be allowed to reenter 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 imposed by the Dean or the faculty in order to be allowed to return.

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

If the Dean approves a leave of absence and the student is currently not in good standing, is under review for a disciplinary action, or has a disciplinary action imposed on him or her, then the student may not be reinstated to the University without a review by the Student Performance Committee (SPC). Upon completion of its review, the SPC shall make a recommendation to the Dean. If the student is denied reinstatement, his or her status will be changed to either a withdrawal or a dismissal. If appropriate, students may be reinstated with disciplinary action requirements at the beginning of their reinstatement.

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 accepted by the Dean for the certification to be accepted.

Students granted a leave of absence for financial reasons must, before their return to the University, prove to the Executive Director of Student Financial Services and the Dean that they have necessary financial resources.

Administrative Leave of Absence

An administrative leave of absence is a mandatory leave of absence imposed by the Dean of the student's college. During the leave, the Dean will provide the student with the opportunity to rectify, or seek rehabilitation or treatment for the problem that precipitated



the directed leave. To be reinstated after an administrative leave of absence, the student must be able to demonstrate to the Dean's satisfaction that the pre-established requirements have been met and that he or she shows a reasonable likelihood that previous problems will not recur.

Academic Standing

A student's academic achievement is reviewed periodically. A copy of the transcript is available to the student, the Office of the Dean, the Student Performance Committee (SPC), the Office of Student Services, the Office of Student Financial Services, and to other

individuals or facilities as authorized or indicated. (Please refer to the section on FERPA for more information). The transcript includes:

- Grades earned (including remediated failures)
- Deficiencies (incompletes, failures, etc.)
- Semester GPA and cumulative GPA
- Withdrawal and/or leaves of absence

A student is considered in good academic standing when he or she has satisfactorily completed all required course work to date. This implies that all failures in previous courses have been successfully remediated, all incomplete course work has been satisfactorily completed, and that the student is not currently on academic or administrative probation, suspension, or dismissal. Any student not in good academic standing,

or so directed by the Student Performance Committee, the Honor Code Committee, or the Associate Dean for Student Services, will be prohibited from holding office in any University organization, being elected to any honorary or other school organizations, participating in a school-sponsored fellowship or participating in any RVU-sponsored international medical mission. All students must be in good academic standing to sit for their national board examinations.

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. A student who is marginally (as defined in the section describing students at academic risk) passing his or her courses in any academic year may be considered to have poor academic performance and may be subject to review by the Student Performance Committee (SPC) for lack of satisfactory academic progress.

First-year courses are considered prerequisites for second-year courses unless written permission is received from the Dean.

Please refer to the sections on individual degree programs for more information on academic promotion requirements within each program.

Academic Probation

Any student not in good academic standing will be placed upon academic probation, until so removed by the Student Performance Committee (SPC). A designation of academic probation means that a student may be dismissed in the future should he/she fail any future classes, a national board examination, or fail to meet any course requirements. A student on academic probation is expressly prohibited from holding office in any University organization, or being elected to any honorary or other school organizations.

A student who is marginally passing his or her courses in any academic year may be considered to have poor academic performance and may be subject to review by the Student Performance Committee (SPC) for lack

of satisfactory academic progress and placed on academic probation.

Students at Academic Risk

Students who receive a grade below 75% in two or more courses per academic year are defined as at Academic Risk. Students at Academic Risk will not be eligible to hold an office in an RVU organization, serve as RVUCOM Ambassador or Tutor, hold any student leadership role at RVU, or participate in a track or a fellowship. Class attendance is mandatory for all students at Academic Risk. Students who are at Academic Risk are required to meet with the Associate Dean for Student Services (or designee), as determined on an individual basis. All students at Academic Risk are required to meet with the Director of Educational Support and are subject to review by the Student at Academic Risk Committee.

No student on Academic Risk may apply for or hold a fellowship or be elected to a club office. If a student wishes to appeal this policy, he or she may do so by meeting with the Associate Dean for Student Services, to explain his or her circumstances. If a student wishes to run for an office in the spring, he or she will need to obtain approval before the election takes place – otherwise, he or she may not be permitted to serve in the role.

Examinations

A student is expected to report to each examination at the scheduled time. Students arriving more than 10 minutes after the official start of an examination will not be allowed to sit for that examination without the approval of the Course Director, a Phase Director, an Associate Dean or Dean. Students arriving late to an examination will not be given additional time to complete their examination unless permission has been granted by the Course Director, a Phase Director, an Associate Dean or Dean. No student will be allowed to sit for an examination if they arrive after the first completed exam has been turned into the Chief Proctor. Students who arrive after the first examination has been turned in may be able to take a make-up examination, if eligible, or may receive a grade of zero for that examination.

At the discretion of the Course Director, Phase Director or Dean an examination may be rescheduled due to exigent circumstances. The date and time of the rescheduled examination is at the discretion of the Course Director.

Attendance at the following educational experiences is required:

- all quizzes and exams
- all laboratory sessions (anatomy portions of systems courses, OPP labs, PCM labs, , etc.)
- all scheduled clinical experiences (Standardized Patient labs)
- all Clinical Integration Sessions (CIS)
- all Grand Rounds presentations or preparatory workshops.
- any other sessions designated by a Course Director.

Attendance at lectures is highly encouraged.

Excused Absences and Make-up Examinations

Every student who is unable to attend a required academic event (e.g., CIS, quiz, exam, lab) must fill out an Absence Notification and Approval Form. After filling out the top half of the form, including a detailed explanation for the absence, please deliver the form to the Administrative Assistant in the Office of Pre-Clinical Affairs (Pod D on the second floor). You will then be notified to meet with either the Course Director(s) or appropriate Phase Director. Should a medical or other emergency (family crisis) occur that prevents a student from reporting to an examination or other required event, a student must notify (email or phone call) the Course Director, a Phase Director, an Associate Dean or Dean as soon as possible, and preferably prior to the beginning of the examination/event. Students seeking an excused absence for a medical reason must provide a signed note from a healthcare provider indicating they were seen/treated. If a student is absent from a required event and does not provide an acceptable Absence Notification and Approval Form, the student will receive a grade of zero for that event.

Examinations are stressful; generalized anxiety/stress/nervousness does not qualify as a medical excuse. Only a DSM-IV diagnosis of a panic attack by a quali-



fied healthcare practitioner will be accepted in the case of stress, anxiety or nervousness.

A student who does not take an examination at its scheduled time and is appropriately excused may be allowed to take a make-up examination, if eligible. Make-up examinations will be of comparable difficulty to the original examination, but may use short answer, essay, oral or multiple-choice formats at the Course Director's discretion.

The policies for examinations will pertain to all make-up examinations. In the interim, the student will have a grade of incomplete (IN) for the course. Any exception will be made solely at the Dean's discretion. If the student misses a scheduled make-up examination, he or she will receive a zero for that examination.

The Absence Notification and Approval Form is available in the Office of Pre-Clinical Affairs as well as online (MyVista, Students tab, under Forms).

Code of Student Conduct and Academic Responsibility

The Code seeks to promote high standards of behavior and academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the Code ensures a climate wherein all members of the University community can exercise their rights of membership.

The University is a community of scholars in which the ideals of freedom of inquiry, thought, expression, and freedom of the individual are sustained. However, the

exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. Willful disruption of the educational process, destruction of property, interference with the rights of other members of the University community and interference with the orderly process of the University as defined by the administration will not be tolerated. Students enrolled in the University assume an obligation to conduct themselves in a professional and ethical manner compatible with the expectations of their peers, administration, and future profession. The University retains the power to maintain order within the University, and to exclude those who are disruptive to the educational process.

Any violations of the Code of Student Conduct, violations of academic responsibility or University policies and procedures may result in disciplinary action and/or criminal prosecution where applicable.

Statement of Student Rights and Responsibilities

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

- Personal and intellectual freedom.
- Respect for the equal rights and dignity of all University community members.
- Dedication to the scholarly and educational purposes of the University, and participation in promoting and ensuring the academic quality and credibility of the institution.
- Responsibility for learning and observing the University policies.

Compliance is required with the legal and ethical standards of the University, the professional organizations and institutions with which it has partnered, as well as those of the local authorities, the state and national laws, and applicable rules and regulations.

Academic Standards

The University holds its students to the highest stan-

dards of intellectual integrity. Therefore, any attempt by a student to pass any examination by improper means, present work that the student has not performed, aid and abet another student in any dishonest academic act, or have direct knowledge of such without reporting it, will subject the offending student to a meeting before the Honor Code Committee for possible disciplinary action which may include dismissal from the University.

All students are expected to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The following acts violate the academic standards:

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating Academic Dishonesty: intentionally helping or attempting to help another to violate any provision of this code.
- Plagiarism: the adoption or reproduction of ideas, words or statements of another person as one's own without proper acknowledgment.
- Misrepresentation.
- Bribery in an attempt to gain an academic advantage.



- Forging or altering documents or credentials.
- Utilization of position or power by a student for personal benefit, or to the detriment of another student, faculty member or member of the staff.
- Dishonesty in any form.

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Students must avoid any impropriety or the appearance of impropriety in taking examinations or completing work in pursuance of their educational goals; failure to do so may subject students to an action by the Honor Code Committee.

Copying of examination questions is expressly forbidden.

Conduct Standards

Students will not interfere with the rights, safety or health of members of the University community, nor interfere with other students' rights and privileges in pursuit of their educational goals. Students are expected to abide by all University, College and program rules and regulations, and all local, state and federal laws and regulations affecting their education and profession.

Failure to comply with conduct standards will subject a student to meeting before the Honor Code Committee. Violations include but are not limited to:



- Theft, robbery, and related crimes.
- Vandalism or destruction of property.
- Disruptive behavior/disorderly conduct on the campus, at University-affiliated sites or at any University or school-club sponsored events, on or off campus.
- Physical or verbal altercation, assault, battery, domestic violence, or other related crimes.
- Possession, transfer, sale or use of illicit and or illegal drugs, or in the case of a minor, alcohol.
- Possession of or use of a firearm, fireworks, weapons, explosives or other dangerous substances or items on campus, at University-affiliated sites or at any University or school-club-sponsored event, on or off campus.
- Appearance in the class or on the campus, at University-affiliated sites or at any University or school-club-sponsored events on or off campus when the student is under the influence of drugs or alcohol.
- Any act or conspiracy to commit an act that is harassing, abusive or discriminatory or that invades an individual's right to privacy, including but not limited to sexual harassment; discrimination and abuse against members of any racial, ethnic, national origin, religious group or on the basis of sex/gender, sexual orientation, marital status or cultural group and/or any other protected group or as a result of an individual membership in any protected group.
- Sexual misconduct.
- Stalking.
- Unacceptable use of computing resources as defined



by the University (please refer to the University's policy on Acceptable Use of Computing Resources).

- Impeding or obstructing a University investigatory, administrative or judicial proceeding.
- Threats of or actual physical harm to others, or damage or vandalism to property.
- Any activity that may be construed as hazing or engaging in, supporting, promoting or sponsoring hazing of another student, faculty or staff member.
- Embezzlement or misuse of University and/or student organizational monies or resources.
- Failure to comply with the directives of a University official.
- Violations of the terms or conditions of a disciplinary sanction imposed by the administration.
- Violation of state or federal law, rule, regulation or ordinance, including HIPAA privacy requirements.
- Fraud, misrepresentation, forgery, alteration or falsification of any records, information, data or identity.
- Plagiarism.

Responsible use of Social Media

Students are expected to use social media in a responsible fashion. Students are expected to honor HIPAA regulations at all times. The following things are considered violations of the student code of conduct should they occur with the use of social media. Posting identifying information of a patient.

Classroom Behavior

The classroom is a shared learning environment. Any activities that distract from the learning environment, including but not limited to playing computer games, updating social media or talking may be considered disruptive activity.

A faculty member, instructor or proctor may dismiss from class any student who is considered to be disruptive. Any student dismissed from class for disruptive or unprofessional behavior will be reported to the Of-



fice of Student Services for appropriate disciplinary action and may be required to appear before the Honor Code Committee.

Impaired Student Policy

All students, as a condition of enrollment at Rocky Vista University, must agree to abide by the University's Impaired Student Policy. Under this policy, students who are identified as suffering from substance abuse or addiction, or who exhibit symptoms suggestive of impairment secondary to emotional disturbance will be referred for further evaluation and treatment.

Medical students may be referred to Colorado Physicians Health Program (CPHP). Entry into CPHP may be initiated at the student's request or at the direction of the Dean or the Associate Dean for Student Services. The Dean or Associate Dean of Student Services may, at their sole discretion, refer the matter to CPHP or other appropriate healthcare provider, or initiate an investigation, which may include drug screens.

All students placed in CPHP must sign a release, including the release of medical records, allowing the University to access any information necessary to monitor the student's compliance with the conditions of the program. Any lack of compliance by the student in meeting the conditions of CPHP or external agent shall result in dismissal from the University.

Any student assigned to CPHP may have his or her clinical rotations or other clinical assignments suspended or scheduled at sites that will allow the student to be more appropriately monitored during the course of his or her participation in CPHP. Agreement to such scheduling modifications is a requirement for continuing as a student.

Any member of the faculty who observes a student with symptoms suggestive of impairment secondary to emotional disturbance, substance abuse or addiction must report the matter to the Associate Dean for Student Services or Dean immediately.

Acceptable Use of Computing Resources Policy

The University is committed to providing secure, yet open networks and systems that protect the integrity and confidentiality of information and data. The Office of Information Services is charged with providing the University community with the technological resources to deliver and support these commitments.

Each member of the University community is responsible for the security and protection of electronic information resources. Resources to be protected include networks, computers, software and data.

All users are expected to act in a responsible, ethical, and lawful manner when using the University's information services resources. The following are examples, but are not an exhaustive list of the prohibited activities:



- using the University's information services resources to attempt unauthorized use or interference with legitimate use by authorized users of other computers or networks, including misrepresentation of his or her identity to other networks (e.g., IP address "spoofing");
- modifying or re-configuring of the software, data, or hardware of the University's information services resources (e.g., system/network administration, internal audit);
- knowingly creating, installing, executing, or distributing any malicious code (including but not limited to viruses, worms, and spyware) or another surreptitiously destructive program on any of the University's information services resources, regardless of the result;
- hacking into University computers or networks. This activity may be subject to prosecution by state or federal authorities;
- copyright infringement including illegal file sharing of video, audio, or data;
- using a computer system attached to University resources to capture data packets (e.g., "sniffer");
- launching denial of service attacks against other users, computer systems, or networks;
- using the University's information services resources to transmit abusive, threatening, or harassing material, chain letters, spam, or communications prohibited by state or federal laws is prohibited under this policy;
- accessing (e.g., read, write, modify, delete, copy, move) another user's files or electronic mail without the owner's permission regardless of whether the operating system allows this access to occur except in cases where authorized by the University;
- knowingly interfering with the security mechanisms or integrity of the University's information technology resources. Users shall not attempt to circumvent information technology protection schemes or exploit security loopholes;
- connecting devices (e.g., switches, routers, hubs, computer systems, and wireless access points) to the network that are not approved by the information technology organization at the University (It should be noted that connecting through a University-provided

authorization process is considered, by default, to be approved access);

- connecting any device that consumes a disproportionate amount of network bandwidth; and
- intentionally physically damaging or disabling University computers, networks, or software without authorization;
- intentionally sharing University passwords is prohibited;
- using the University's resources for the production or viewing of pornography is expressly prohibited;
- the taking and distribution of any images from the anatomy lab or any laboratory activity without the express permission of the Course Director.

The University's information services resources are provided for use in conducting authorized University business. Using these resources for personal gain, illegal, or obscene activities is prohibited. Users observing any illegal activities must report their observance to the appropriate University official.

Although not an inclusive list, examples include theft, fraud, gambling, copyright infringement, illegal electronic file sharing, sound or video recording piracy, hacking, and either viewing or distributing pornography.

Abuse of networks or computers at other sites through the use of the University's resources will be treated as an abuse of the University's information technology resource privileges. Abuse of University policies, resources, or abuse of other sites through the use of information technology resources may result in termination of access, Honor Code violations, expulsion, legal action, and/or other appropriate disciplinary action. Notification will be made to the appropriate University office or local and federal law enforcement agencies. The position of authority for information services is authorized to isolate and/or disconnect computer systems from the network while assessing any suspected or reported security incident in order to minimize risk to the rest of the University's network. This includes but is not limited to hospitals and clinics that may be involved in student education.

Privacy

While the University recognizes the role of privacy in an institution of higher learning and every attempt is made to honor that ideal, there should be no expectation of privacy of information stored on or sent through University-owned information services resources and communications infrastructure.

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

- there is reasonable cause to believe the user has violated or is violating University guidelines or procedures;
- an account appears to be engaged in unusual or excessive activity;
- it is necessary to do so to protect the integrity, security, or functionality of the University's information technology resources or to protect the University from liability; or
- it is otherwise permitted or required by policy or law.
- The University is not liable for the loss of or misappropriation of any private or personal information that may be stored on University resources.

Failure to Report a Violation

Every member of the University community has the duty to file a complaint with the Office of Student Services whenever it is felt a violation of the Code has occurred. Failure to report a violation of the Code is itself a violation. All members of the University community have an affirmative duty to participate in the inquiry or investigative complaint process. A Student Non-Professional Conduct Report form is available for documenting violations of the conduct standards.

POLICIES AND PROCEDURES FOR ALLEGED CODE OF CONDUCT VIOLATIONS

Any member of the University community may file a written complaint with the Office of Student Services setting forth specific violations by filing a Student Non-Professional Conduct Report.

During the period of time of any disciplinary action, except dismissal, the student may be directed to comply with specific requirements including counseling, auditing one or more courses, medical treatment, preparing scheduled reports, or other requirements intended to rehabilitate the student and/or to ensure that the student is able to continue with his or her education without further monitoring.

Records of dismissal, suspension, or leave of absence, and the date of each determination shall be placed in the student's permanent records. The Honor Code Committee shall have non-exclusive authority to evaluate all alleged student violations of misconduct, whether academic, moral, professional, or ethical. Exceptions to this authority include, but are not limited to, the following:

- Nothing shall limit the right of the University or a University-affiliated institution to immediately remove a student who poses a threat, has been accused of a violent act or threat, or any act that constitutes a violation of state, local or federal law. A student who has been removed from the University shall not return until given permission to do so by the Dean.
- Nothing shall prevent the Dean from taking action deemed necessary, including removing a matter from the Committee's consideration, whenever in the Dean's judgment such action may prevent harm to the health, safety and welfare of any individual, to school property, or to the integrity of the educational process.

Student Performance Committee (SPC) Meeting Protocols and Process

The SPC reviews the academic progress of all students and those students referred with academic difficulties or academic non-professional conduct. Proceedings of the SPC are closed and confidential. Members of the

SPC are not permitted to discuss issues brought before the SPC with students at any time. The SPC will review with the student a more in-depth understanding of the basis for the student's academic difficulties, and may recommend appropriate action to the Vice Dean. Appropriate actions may include, but are not limited to: 1) remediation of a course; 2) repeat of an academic year in its entirety; 3) remedial educational activities; 4) academic counseling; 5) other counseling; or 6) dismissal from the University.

- The Associate Dean for Student Services may ask any student to appear before the SPC.
- The student shall receive adequate notice of the time, place and subject of the meeting. Such written notice may be in the form of an official University email, U.S. mail or a hand-delivered written message.
- Appearance before the SPC is mandatory.
- Legal representation is prohibited.
- The student will be given the opportunity to present his or her statements to the SPC. The student will only be present during his or her statements and to respond to any questions from the SPC.
- The Vice Dean shall review the SPC's recommendations and may either accept, reject or modify the recommendations.
- The student shall be notified of the Vice Dean's decision by U.S. mail, email or personal delivery within ten business days.
- The decision of the Vice Dean may be appealed in writing to the Dean within ten business days of the date notification is received. During an appeal, students will continue to be enrolled and may continue to attend classes or rotations and sit for exams.
- The decision of the Dean is final.

Honor Code Committee

The Honor Code Committee is composed of 1st, 2nd and 3rd year student doctor representatives elected by their respective classmates. The Associate Dean for Student Services chairs the Honor Code Committee and may ask any student to appear before the Honor

Code Committee for cause.

- The student shall receive adequate notice of the time, place and subject of the meeting. Such written notice may be in the form of an official University email, U.S. mail or hand delivery.
- Appearance before the Honor Code Committee is mandatory.
- In cases with alleged egregious actions, as determined in the sole discretion of the Chair, legal representation at the hearing may be allowed. This is not a formal legal hearing, thus rules of civil procedure and evidence do not apply. Counsel may not proffer statements or questions, although notes to his or her client are permitted. The University reserves the right to have its own legal counsel present.
- The names of all witnesses must be provided to the Associate Dean for Student Services in advance of the hearing. Any witnesses will be called to speak to the Committee individually. Witnesses may be asked to remain outside the meeting room for later recall. The student will not be present during the questioning of any witnesses. The Chair of the Committee reserves the right to call additional witnesses.
- The student will be given the opportunity to present his or her statements to the Committee and to respond to any questions. The student will only be present during his or her statement unless otherwise approved by the Chair.



- The Vice Dean shall review the Honor Code Committee's recommendations and may either accept, reject or modify the recommendations. The student shall be notified of the Vice Dean's decision by U.S. mail or personal delivery within ten business days.

- The decision of the Vice Dean may be appealed in writing to the Dean within ten business days of the date of the decision.

- The decision of the Dean is final.

DISCIPLINARY SANCTIONS

Any violations of the conduct standards may result in a complaint being filed against the student. The Dean, Associate or Assistant Deans or Directors of Education at clinical sites may, at their discretion, immediately suspend a student pending a hearing on the charges. Violations are subject to disciplinary action, up to and including, suspension or dismissal from the University. Students found in violation of the codes of student conduct and/or University policies and procedures may have one or more sanctions imposed. The list is not exclusive of other actions that may be directed by the Dean.

Reprimand

A reprimand is an oral or written notification to the student that continuation of wrongful conduct may result in more severe disciplinary penalties. Whether oral or written, the reprimand will be noted in the student's file. The Student Non-Professional Conduct Report may be used to document violations of behavioral conduct. A reprimand may also include the following sanctions:

- **Verbal Warning:** A verbal admonition to the student by a University faculty, administration or staff member that his/her behavior is inappropriate.
- A verbal warning will be noted in the student's file for a designated period of time and expunged, at the discretion of the Associate Dean for Student Services, if no further violations occur.
- **Disciplinary Warning:** Formal notice to a student that his/her action and/or behavior have not met Uni-

versity standards. This sanction remains in effect for a designated period of time and may be expunged from the student file at the discretion of the Associate Dean for Student Services;

- Restitution: Payment made for damages or losses to the University directed by an adjudicating body; or
- Restriction or Revocation of Privileges: Restriction or revocation of privileges is the temporary or permanent loss of privileges, including, but not limited to, the use of a particular University facility, visitation privileges, and parking privileges.

Disciplinary Probation

Disciplinary Probation is a period of time during which a student has the opportunity to demonstrate that he or she can effectively cease behavioral misconduct. Probation can be for any period of time.

While on probation, the student is prohibited from:

- Holding office in any University organization, clubs, or student government;
- Attending international medical mission trips; or
- Being elected to any honorary position.

During probation for disciplinary reasons, the student must show appropriate behavioral, professional, and personal conduct as defined in the conditions of his or her probation. The student may be required to seek professional behavior modification, education, or counseling. Additionally, the student is required to refrain from any further violation of the code and



may be required to comply with any other requirements intended to rehabilitate the student. If, while on probation, the student violates the terms of his or her probation, actions may be taken up to and including dismissal from the University.

Suspension

Suspension bars a student from attending school for a defined period of time with revocation of all other privileges or activities, including the privilege of entering the campus for a specified period of time. Suspension is included in the calculation of the college's established time limit for completing all graduation requirements.

In clinical years, suspension can be imposed for the remainder of the current rotation and/or future additional rotations. Readmission will not be entertained until the suspension period is completed and is subject to approval of the Dean. The student is barred from the campus and University-affiliated sites without specific approval during the time of the suspension.

Dismissal

Dismissal is the permanent termination of a student's academic enrollment. The Vice Dean and/or Dean are responsible for imposing this action. A student who chooses to appeal a dismissal must do so in writing to the Dean, within ten 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:

- Circumstances of a legal, moral, behavioral, ethical, or academic nature that warrant such action
- Failure to meet the Academic Standards
- Determination by the Dean that there are factors that would interfere with or prevent the student from practicing and meeting the professional and ethical standards expected of a healthcare professional.

Other Sanctions

Other Appropriate Actions: Disciplinary action not specifically outlined above, but approved through the

Dean or the Office of Student Services or their designee.

Counseling Intervention: When extreme behavior indicates that counseling may be beneficial, the student may be referred to or required to seek counseling.

ACADEMIC STANDARDS

Students are expected to attain the knowledge requisite to provide safe and competent patient care. To that end, students are expected to maintain satisfactory academic performance in the study of the medical disciplines contained within the medical school's curriculum. A student may be asked to appear before the SPC for any of the following reasons:

- Failure to maintain satisfactory academic performance in his or her academic coursework
- Failure of a course
- Failure to meet professional standard components as part of their regular coursework
- Failure of a national osteopathic board examination
- Failure to meet course completion requirements
- Behavioral issues that affect academic performance but do not rise to the level of a violation of the student code of conduct.

If requested to appear before the SPC students must appear at the appointed time and place. The SPC will offer the student an opportunity to explain their current academic status and based upon the student's entire academic record will make a recommendation of action to the Vice Dean of the College. The Vice Dean of the college may accept, reject or modify the recommendations of the SPC. Based upon the student's entire academic record, the Vice Dean shall make a final determination, which may include, but is not limited to, the following:

- Remediation of a failed course
- Repeat of an academic year
- Specific remedial educational activities
- Placement of the student on academic probation for a specified period of time

- Academic or other counseling
- Dismissal from school

Academic Appeals

A student may appeal the decision of the Vice Dean to the Dean for a final determination. Appeals to the Dean must be made in writing within ten business days of the Vice Dean's notification. The decision of the Dean is final.

GRIEVANCES PROCESS

Students who have non-academic grievances may take them directly to the Office of Student Services, where an investigation will be conducted by the Associate Dean for Student Affairs, if appropriate.

Academic Grievances Policy (Grading Disputes)

Matters regarding grading disputes shall include all concerns related to specific grades received or the processes by which grades are determined. In all appeals regarding a grading dispute, the decision of the Dean is final. Please refer to the Academic Grievance Policy for each program or College for more information. No administrative grade changes will be accepted 30 days after the course is completed.

Procedures Governing Student Complaints Regarding AOA COCA Standards & Procedures

Students enrolled at RVUCOM may file a complaint regarding the University's adherence to accreditation standards. No anonymous complaints will be processed. A copy of the form entitled "Form for Filing Student Complaints Regarding AOA COCA Standards and Procedures" is available at the Rocky Vista University website under MyVista (www.rockyvistauniversity.org). Complaints should be filed with the Associate Dean for Student Services. Resolution of the complaint shall be made in writing/electronically to the complainant. The Associate Dean will make an

effort to process and adjudicate the complaint on a timely basis, although processing time may vary depending on the subject matter and complexity of the complaint. A letter of adjudication and resolution will be issued to the complainant. A student who is not satisfied with the adjudication and resolution of the complaint regarding AOA COCA Accrediting Standards and Procedures may appeal to the Dean of RVUCOM in writing within ten days of the letter of adjudication and resolution of the complaint. The decision of the Dean on appeal will be final. No action shall be taken by RVUCOM against a student who filed a complaint.

Students may also lodge complaints or grievances against Rocky Vista University College of Osteopathic Medicine with the AOA Commission on Osteopathic College Accreditation should they so desire at the following address:

Konrad C. Miskowicz-Retz, PhD, CAE
Director, Department of Accreditation
Secretary, Commission on Osteopathic College
Accreditation (COCA)
AMERICAN OSTEOPATHIC ASSOCIATION
142 East Ontario Street
Chicago, IL 60611-2864
Phone: (312) 202-8048
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ROCKY VISTA UNIVERSITY

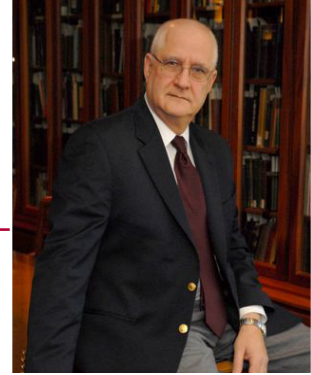
COLLEGE OF OSTEOPATHIC MEDICINE



Handbook & Catalog | 2012-2013



A Message from the Dean



Welcome to Rocky Vista University College of Osteopathic Medicine. 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 physician in every way. You will receive both “high tech” and “high touch” training that will lead to a solid foundation in the practice of medicine.

Rocky Vista University 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.

Sincerely,

Bruce Dubin, D.O., J.D., FACOI, FCLM
Dean & CAO

Mission Statement

Rocky Vista University College of Osteopathic Medicine (RVUCOM) is committed to the education of osteopathic physicians who are dedicated to excellence in the practice of medicine, demonstrate integrity and professionalism in their lives, while providing ethical, compassionate, holistic and culturally competent osteopathic medical care to their patients.

Vision Statement

- RVUCOM promotes the incorporation of traditional osteopathic principles and philosophy with an emphasis on wellness, holistic care, and the integration of structure and function in all of its educational efforts.
- RVUCOM promotes an educational model that provides an opportunity for success to its students and graduates by: a) providing access to quality educators, clinicians, and researchers; b) the promotion of active learning by its students; and c) the encouragement of individual responsibility.
- RVUCOM encourages life-long learning through its emphasis on developing educational skills and competency in its students along with the promotion of problem solving skills and an appreciation of scientific inquiry.
- RVUCOM strives to graduate osteopathic physicians who are prepared to enter and succeed in all areas or disciplines of graduate medical education.
- RVUCOM promotes the advancement and distribution of medical knowledge through its support of research and scholarly activity by its faculty, staff and students.
- RVUCOM strives to prepare physicians dedicated to improving access to quality, competent, and timely health care for all, with an emphasis on developing primary care physicians to improve medical access for at risk and rural populations, and to provide public service and advance public health.
- RVUCOM strives to provide a curriculum and learning environment that will integrate a strong foundation of medical knowledge with the professional, cultural and ethical traits desired in its students and graduates.
- RVUCOM strives for excellence in all its activities and is dedicated to being a leader in the osteopathic profession and in its community.

Introduction - An Osteopathic Physician

Osteopathic medicine, founded in America in the 1860's, is a unique form of healthcare founded by Dr. Andrew Taylor Still. It is based upon a holistic viewpoint that incorporates a body-mind-spirit approach to the practice of medicine. Doctors of Osteopathic Medicine (D.O.s) are full practice physicians and licensed to practice medicine in all 50 states. D.O.s are found in every medical specialty, but their main emphasis has always been in the fields of primary care (family practice, internal medicine, obstetrics/gynecology and pediatrics).

D.O.s partner with their patients to promote health, prevent disease, as well as treat acute and chronic illness. Osteopathic physicians receive full training in all the basic biological sciences, medicine, surgery and obstetrics. In addition, extra training is provided in the areas of preventive medicine, the inter-relationship of body systems, and the musculoskeletal system. D.O.s are trained in the use of manipulative medicine as another tool they can utilize in the diagnosis and treatment of illness. By combining all available medical options (medication, surgery, physical therapy, etc.) with osteopathic manipulative medicine, D.O.s offer their patients the most comprehensive care available in medicine today.

College of Osteopathic Medicine Accreditation

Rocky Vista University College of Osteopathic Medicine (RVUCOM) is accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA). The contact information for COCA is the following:

Konrad C. Miskowicz-Retz, PhD, CAE
Director, Department of Accreditation
Secretary, Commission on Osteopathic College Accreditation (COCA)
AMERICAN OSTEOPATHIC ASSOCIATION
142 East Ontario Street
Chicago, IL 60611-2864
Phone: (312) 202-8048
Toll-free: (800) 621-1773, extension 8048
Fax: (312) 202-8202
Email: kretz@osteopathic.org
Web: <http://www.aoacoca.org>

Rocky Vista University College of Osteopathic Medicine Academic Schedule*

Fall Term	July 30-December 21, 2012
Orientation	July 23-28
Classes Begin	July 30
Thanksgiving Break	November 22-25
Winter Academic Break	December 22-January 1
Spring Term	January 2-June 22, 2013
Classes Begin	January 2
Spring Break (OMS-II)	April 1-5
Spring Break (OMS-I)	March 11-15
Commencement (Class of 2013)	May 18
Academic Break (OMS-I)	TBD
Advanced Clinical Med. (OMS-III)	July 8-21

*All Dates are Subject to Change



Year Three – Clinical Rotations

begin July 1, 2012 through June 30, 2013

Holidays and time off depend upon the service requirements of scheduled rotations

ADMISSION TO THE COLLEGE OF OSTEOPATHIC MEDICINE

Requirements for Admission

The RVUCOM Office of Admissions processes over 4000 applications for admission each year. The minimum requirements for admission include:

- U.S. citizens or permanent residents
- A bachelor's degree from a regionally accredited college or university must be completed prior to matriculation.

Minimum prerequisite course work that must be completed prior to matriculation includes:

- General Biology (12 semester hours including lab)
- General Chemistry (8 semester hours including lab)
- Organic Chemistry (8 semester including lab) Note: Biochemistry will be accepted in lieu of the second semester of Organic Chemistry)
- Physics (8 semester hours including lab)
- English or Literature (6 semester hours)
- No grade below a "C" will be considered to fulfill requirements

Application Process

RVUCOM participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) for the receipt and processing of all applications. Applications are submitted electronically through AACOMAS online at www.aacom.org.

AACOMAS processes applications within approximately 3 to 6 weeks. This time frame may vary depending on the time it takes to receive an applicant's transcripts and the volume of applications being processed. RVUCOM's deadline for submitting an AACOMAS deadline is March



15, 2013. RVUCOM evaluates applications 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 electronically received, it is evaluated to determine if the minimum requirements have been met. These requirements include:

- A minimum science and cumulative GPA of 3.00
- MCAT scores within 3 years of matriculation
- MCAT scores within any section must be a 6 or higher. RVUCOM does not combine the highest scores in each section from multiple exams.

Applicants meeting these minimum requirements will receive an email containing login information for the supplemental application. The supplemental application is returned electronically along with the non-refundable \$50 processing fee. Applicants awarded an AACOMAS fee waiver will be granted a fee waiver for RVUCOM's supplemental application. For submission instructions on the fee waiver visit: <http://www.aacom.org/Infofor/applicants/Pages/FeeWaiver.aspx>.

The deadline for submitting a supplemental application for the class matriculating in August 2013 is April 12, 2013.

An applicant's file is considered complete upon the receipt of the supplemental application and processing fee, a letter of evaluation from the applicant's pre-professional committee or advisor (the applicant may substitute two letters from their science instructors), and a letter of recommendation from an osteopathic physician (a letter from an MD may be substituted). 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.

Early Decision Program (EDP)

RVUCOM will consider up to 12 applicants to be accepted via the EDP. This program is for exceptional applicants who have a strong interest in attending RVUCOM. Qualifications to be considered for the program include a minimum science and overall GPA of 3.5 and a minimum MCAT score of 28. Preference will be given to applicants from the Mountain West Region. AACOMAS applications must be received at

RVUCOM by September 1 and files must be complete by September 21. Interviews will be conducted the week of October 15 with notification occurring on October 26. The full matriculation deposit of \$2000 will be due within one week of notification. Applicants not selected for the EDP will be considered with the rest of the applicant pool.

Interview Process

The RVUCOM interview process consists of a low stress, approximately 40 minute interview with a two person panel. Interviewers have access to the applicant's personal statement, supplemental application and letters of recommendation. Academics have been prescreened and will be evaluated post interview by the Admissions Committee. Interviewing candidates are required to read and sign an acknowledgement that they:

- Meet the technical standards (any questions pertaining to whether a standard is met or if reason-able accommodations are required, must be addressed with the Associate Dean of Student Services);
- 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;
- Understand and agree to adhere to RVUCOM's Code of Student Conduct/academic responsibility and code of behavioral conduct.

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.

Matriculation Process

Accepted applicants must fulfill the conditions set forth in matriculation agreement including:

- Payment of two non-refundable deposits totaling \$2000 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.
- Completion of all prerequisite coursework and documentation that a minimum of a bachelor's degree has

been earned.

- Successful passage of a drug screen and background check. This screening must meet the COM standards, be conducted by an agency approved by the COM, and occur prior to the date specified in the matriculation agreement.

- Completion of required medical documentation sent to the Office of the Registrar prior to the date specified in the matriculation agreement.

- Submission of official transcripts from all colleges and universities attended. 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. The applicant must request an official transcript sent to RVUCOM as soon as the degree is posted. In the event of course work completed at foreign institutions, the applicant must submit official detailed course by course evaluations completed by an approved agency. These agencies include:

- World Education Services, Inc. (212) 966-6311;
<http://www.wes.org>

- AACRAO (202) 296-3359;
<http://www.aacrao.org/credential/individual.htm>

- Educational Credential Evaluators, Inc.
(414) 289-3400; <http://www.ece.org>

- Josef Silny & Associates, Inc. (305) 273-1616;
<http://www.jsilny.com>

- Any other requirements set forth in the matriculation agreement.

Request for Deferment

Accepted applicants may request a one year deferment for compelling reasons. Requests are to be submitted to the Office of Admissions in writing. If approved, an additional \$2000 deposit will be required by January 1 of the year the applicant will matriculate. The entire \$4000 of deposit money will be applied to the applicant's tuition.

Transfer of Credit

Circumstances may warrant that a student enrolled in an allopathic or osteopathic college seeks to transfer to another institution. Credits may be transferred from medical schools and colleges accredited by the American Osteopathic

Association (AOA) or by the Liaison Committee on Medical Education (LCME).

- Transfers from one college of osteopathic medicine to another shall require that at a minimum the last two years of instruction be completed within the College granting the D.O. degree.

- Transfers from an LCME accredited medical school must complete all of the established course work and competencies for the curriculum in OMM/OPP. The last 50 percent (two years) is to be completed within the College of Osteopathic Medicine.

- Transfer shall be accepted and transfer credits shall be given only if the student is eligible for readmission to the previously attended college of osteopathic medicine or other medical school.

- Credit is only given for completed courses with grades of 70 percent (C) or greater.

Anyone wishing to transfer to Rocky Vista University College of Osteopathic Medicine must:

- Submit a copy of their AACOMAS application.
- Meet all admission requirements to Rocky Vista University College of Osteopathic Medicine, which include submitting official transcripts of all college work (including transcripts from the medical school attended); MCAT scores; national board scores, if taken; and letters of evaluation (no applicant will be accepted without an interview).
- Be in good standing and be eligible to continue at the transferring institution, as documented by a letter from the Dean of the transferring institution.
- Supply a written statement outlining reasons for request



for transfer. All information is to be sent to the Executive Director of Admissions and Marketing. Decisions regarding transfer are made by the Dean and will be based on factors including academic record, circumstances leading to the transfer request, available space, and admission standards.

Rocky Vista University College of Osteopathic Medicine 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 Rocky Vista transcript. Students who transfer into Rocky Vista University College of Osteopathic Medicine will not receive a class rank.

Health and Technical Standards

All candidates must meet health and technical standards to be admitted to, participate in, and graduate from the medical education programs of RVUCOM. Because the Doctor of Osteopathic Medicine (D.O.) degree signifies that the holder is a physician prepared for entry into diverse postgraduate training programs, RVUCOM graduates must have the knowledge and skills required to function in a broad variety of clinical situations and must be prepared to provide a wide spectrum of patient care. A candidate for the D.O. degree must have abilities and skills in the areas described below, and meet the standards described.

Reasonable accommodations will be made as required by law; however, the candidate/student must be able to meet all technical standards with or without reasonable accommodation. Please refer to the section on the Americans with Disabilities Act. The use of a trained intermediary necessarily requires that a candidate's judgment be mediated by someone else's power of selection and observation, and is not a permissible accommodation. Enrolled students who are unable to meet these standards may be asked to appear before the Student Performance Committee and may be subject to dismissal.

Immunizations: Students must satisfy all requirements for immunizations at the time of admission and throughout their medical school career.

Observation: Candidates must be able to observe demonstrations and experiments in the basic and clinical sciences. This includes but is not limited to the ability to observe a patient accurately at a distance and close at hand. Observation requires the functional use of the sense of vision and somatic sensations.

Communication: Candidates should be able to speak, hear and observe patients in order to elicit information; describe

changes in mood, activity and posture; and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. A candidate must be able to communicate effectively and sensitively in verbal and written form with all members of the health care team.

Sensory/Motor: Candidates should have sufficient motor function to elicit information by palpation, auscultation, percussion and other diagnostic and therapeutic maneuvers. A candidate should be able to do basic laboratory tests (urinalysis, CBC, blood sugar testing, etc.), carry out diagnostic procedures (endoscopy, paracentesis, etc.), and read EKGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general care, osteopathic manipulation and emergency treatments to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds and performance of simple obstetric maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision. Candidates must be able to lift a minimum of 40 lbs. and stand for a minimum of one hour.

Conceptual, Integrative and Quantitative Abilities: Candidates must possess conceptual, integrative and quantitative abilities, including measurement, calculations, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and to understand the spatial relationship of structures. The practice of medicine requires periods of distinct concentration in surgery and emergency room care, and candidates must be

capable of periods of intense concentrated attention.

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

Osteopathic Principles and Practices (OPP) and Principles of Clinical Medicine (PCM) Laboratory Policies

All OPP and PCM courses include didactic presentations, demonstrations, practical laboratory experiences and clinical opportunities. During these activities, students establish their knowledge and ability to recognize and utilize the relationships between structures and function that are integral to osteopathic medicine.

The student must develop the knowledge and skills necessary to integrate the principles and coordinate the proper osteopathic and clinical techniques to both prevent and treat pathology and dysfunction. Concurrently, the students will learn other medical approaches to the treatment of disease and dysfunction in the systems courses. Each course provides education on the principles, philosophy and history of osteopathic medicine, examination and evaluation of the patient, and the proper selection and application of osteopathic treatments and techniques. The OPP and PCM courses require the active participation of all students in the laboratory setting where the student, through the active and tactile examination of others along with reciprocal examination, will learn and demonstrate the ability to evaluate and proficiently treat their future patients.

The training of an osteopathic physician requires the ability to perform tactile examinations and osteopathic manipulative techniques on members of the same and opposite sex. The training of an osteopathic physician also requires that a student experience and understand tactile diagnostic exercise and manipulative treatment as well. Students are required to participate both as patients and as trainees in the OPP laboratory and PCM laboratory, and examine and be



examined by members of the same and opposite sex.

A graduate from the College of Osteopathic Medicine has the ability to apply for licensure as a physician in all fifty states. Their license is not restricted to any one particular sex, and candidates for graduation must demonstrate the ability to practice medicine on both males and females.

Tuition and Fees

The tuition for 2012-2013 is \$44,868.

COM Student Fees 2012-2013

The following annual fees apply to all COM students:

Student Fees	OMS-I	OMS-II	OMS-III	OMS-IV
Lab Fee	\$250	\$250	---	---
Student Services	\$180	\$180	\$80	\$80
Malpractice Insurance	\$201	\$201	\$201	\$201
Copy & Printing	\$125	\$125	---	---
Library Support	---	---	---	\$200
CPHP	---	---	---	\$40
Pathophysiological Overview Course Fee	---	\$1178	\$179	---
Graduation Fee	---	---	---	\$225

All students are required to have health insurance. Students will be automatically enrolled in the RVU Student Health Insurance Plan unless they provide evidence of equivalent coverage. Please contact the Office of Student Financial Services if you have questions about student health insurance.

STUDENT AND ACADEMIC SERVICES

Mental Health Counseling Arrangements

All students have access to a variety of mental health services, including 24 hour psychiatric services. Information

is maintained and posted in the Office of Student Services and is listed on the RVU website and other strategic locations throughout the campus. The individual student and his/her personal health insurance are responsible for all fees that are incurred through the utilization of such services.

The suggested initial contact for osteopathic medical students is through Colorado Physicians Health Program (CPHP), an organization that provides diagnostic evaluation, treatment referral, and monitoring and support services. CPHP offers referrals to physicians, residents and medical students with health problems, including medical conditions, psychiatric illnesses, substance abuse and/or personal problems such as family difficulties, stress or career issues. Information about CPHP, as well as other options for personal counseling, is maintained and posted in the Office of Student Services and is listed on the RVU website and other strategic locations throughout the campus. Initial assessment through CPHP will be provided at no cost to the student. Subsequent treatment is not included. The individual student and his/her personal health insurance are responsible for all fees that are incurred through the utilization of such services, unless evaluation or opinion services are directed by the Dean of the College or designee. If preferred, the student may contact any other mental health provider directly and in confidence.

Student Educational Support Services

Educational support is available to students in all four years of medical school. Services are provided to students who may be experiencing academic difficulty and to students who wish to enhance the efficiency and the effectiveness of their study and test taking strategies. Services are offered



through individual consultation tailored to a student's specific needs and integrated with course curricula.

Services:

Individual Consultation

- Confidential individual consultation regarding learning styles, time management and academic performance.
- Diagnostic evaluation of study practices and their effectiveness.
- Structured intervention to increase learning productivity and efficiency.
- Individual preparation for courses, clerkships and licensure examinations.
- Learning disabilities.

Workshops

- Effective study strategies, test taking and time management.
- Preparation strategies for comprehensive examinations (COMLEX).

Services for Faculty

- Teaching effectiveness workshops.
- Individual consultation on preparation for teaching and its effectiveness.

Fees

- Services are free of charge for RVU students.

Disability Services and Accommodations:

Students requesting accommodations are required to contact the Director of Educational Support and complete a formal application detailing the nature of the problem and specific reason for seeking accommodations. For those with a previous medical or learning history, supportive documentation verified through professional sources will be requested. Accommodation may also include a request for a time-limited assistance in cases of illness or injury. All accommodation requests will be directed to the ADA Committee for review.

The ADA Committee uses its discretion and evaluates each case individually in approving accommodations for students, as not all students facing academic problems or difficulties qualify for such provisions.

Contact information:

Students may contact Student Services to request educational support services by telephone, email or by mail at the following addresses:

- To make an appointment, contact:

Erica Whatley, Coordinator for Student Services
ewhatley@rvu.edu Phone: 720-874-2407

Or contact:

Judy Thornton, MA; Director of Educational Support
jthornton@rvu.edu Phone: 720-875-2857

ACADEMIC AND CURRICULUM POLICIES AND PROCEDURES

In addition to the University Academic and Curriculum Policies and Procedures, the following policies and procedures apply to RVUCOM students working towards their Doctor of Osteopathic Medicine degree (D.O.).



Academic Years One and Two: Student Grades

Grading for medical students is based on a scale of 0 to 100. RVUCOM requires a grade of 70 ($\geq 69.5\%$) or above to pass all courses; any grade below 70 is failing. Some courses are graded pass/fail. Other possible grades are shown below:

P: Pass 70-100

F: Fail below 70

R: Course repeated secondary to prior failure

X: Passed by remediation

IN: Incomplete

W: Withdrawal

WP: Withdrawal Passing

WF: Withdrawal Failing

Incomplete Course Work

A course that has not been completed within the designated time frame is considered a failure. A student may request that his/her grade be deemed incomplete from the course director. Such a request must include appropriate documentation as to the nature of non-completion. The final decision as to the granting of an incomplete shall be determined by the course director.

A student may appeal that decision to the Dean of the college, whose decision is final.

Remediation Courses

A student who successfully remediates a course will receive a grade of 70-X in that course and that grade will be used to calculate GPA. In the event a course and the remediation of that course are failed, or the remediation of that course is not completed, the original course grade shall be recorded on the transcript. Any student who fails remediation is automatically dismissed from the COM.

Repeated Courses

If a course is repeated and passed, it will be noted on the transcript that the course was repeated and the current

grade earned will be recorded. Once passed, a course may not be repeated unless the student is repeating the entire year. The original failed course and course grade will appear on the transcript, but will not be used to calculate grade point averages. The most recent course grade for all courses will be used to calculate grade point average.

Any course failure in an academic year that is being repeated due to poor academic performance will result in an automatic dismissal for that student.

Academic Years Three and Four: Clinical Rotations

To be eligible for clinical rotations, students must have successfully completed and passed all first-year and second-year courses, and the COMLEX Level 1 examination. Furthermore, students must have health insurance, have all required immunizations or antibody titers documented, be currently negative on PPD 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 background screening and drug testing if required. Documentation of this information must be on file with the Office of Clinical Affairs and the Office of the Registrar prior to participating in any patient contact. All procedures, protocols, and other requirements for clinical rotations are found in the RVUCOM Clinical Clerkship Manual for OMS-III and OMS-IV Students. Students will receive this document toward the end of the second year, prior to starting clinical rotations.

Clinical rotation sites are located primarily in Colorado and the Mountain West, although excellent sites are available in other locations. Rotation slots are determined by lottery and cannot be changed.

Transcript Notations

Failing grades will be included in calculating the grade point average for that semester and the cumulative grade point average up to that point. If a course is failed and



subsequently passed on remediation, a grade of 70 (the highest possible grade on remediation) will be recorded with the notation X on the transcript to indicate that the course was passed by remediation. The remediation grade of 70 will be used to calculate all grade point averages from that point forward.

Dismissal from the College of Osteopathic Medicine

A student who has been formally dismissed from the school may appeal that decision to the Dean of the college within 10 working days of the date of the notice.

The decision of the Dean is final and no further appeals are permitted.

Medical Student Performance Evaluation (Dean's Letter)

The Medical Student Performance Evaluation (MSPE) is a formal letter of evaluation issued by the Office of the Dean and serves as an evaluation tool in the application process for post doctorate training programs. Upon a student's request, the MSPE is submitted to postdoctoral training program(s). This evaluation summarizes the levels of accomplishment a student has achieved during medical school. Specifically, the MSPE provides a succinct chronology of a student's entry and process through medical school, which includes the preclinical and clinical rotation records, involvement in special activities, compliance with academic and professional policies. Students are responsible for providing residency applications, letters of recommendation, and transcripts to internship and residency program directors.

Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Board Exams

RVUCOM and the National Board of Osteopathic Medical Examiners (NBOME) require that a student must be currently enrolled and in good academic standing (see "Academic Standing" in the University Handbook) in the COM to take the COMLEX Level 1 cognitive, Level 2 cognitive (CE) and COMLEX Level 2 Physical Examination (PE) portions of the NBOME Board Examinations. All students are required to pass COMLEX Level 1 and both components of COMLEX Level 2 examinations of the NBOME Board Examinations



to be eligible for graduation from the COM. Students at RVUCOM will be eligible to take COMLEX Level 1 after he/she has successfully completed all of the requirements of the OMS-I and II academic years, and has received certification from the Dean. Students must successfully pass COMLEX Level 1 in order to continue training in OMS-III academic year. A student will be eligible to take COMLEX Level 2 examination after passing COMLEX Level 1, and the successful completion of all the requirements for the OMS-III curriculum.

All students must complete all the requirements for graduation, including the passing of the COMLEX Level 1 and both components of the Level 2 examinations within six years of their initial matriculation into the COM or they will be dismissed from the COM. Students may not miss scheduled rotations or alter the established clinical training schedule in order to study during their OMS-III or OMS-IV years outside of any time designated for board review by the COM administration, policy or procedures.

Any student who has failed a COMLEX examination must appear before the Student Performance Committee. Failure of a single COMLEX examination may lead to dismissal if so recommended by the Student Performance Committee based on the totality of a student's academic record. Failure of the same COMLEX Level 1 examination on more than two occasions will result in automatic dismissal.

Distribution of Clerkship Assignments

The rotation site assignment list is issued to students prior to beginning rotations August 1 of each year. All assignments are considered final. A student may request to change his or her assigned clerkship assignment one month prior to the start of the clerkship; however, there is no guarantee that the change will be possible. Any questions or concerns should be directed to the Office of Clinical Affairs.

Graduation Requirements

A student who has fulfilled all the academic requirements may be granted the Doctor of Osteopathic Medicine (D.O.) degree provided the student:

- Has satisfactorily completed the curriculum and rotations at an AOA-accredited college of osteopathic medicine, the last two years of which have been at RVUCOM;
- Has completed all academic requirements in no more than six years from the date of matriculation;
- Has complied with all the curricular, legal, and financial requirements of the University;
- Has passed COMLEX Level 1 and both components of COMLEX Level 2, the examination administered by the National Board of Osteopathic Medical Examiners;
- Has reached at least 21 years of age;
- Has demonstrated the ethical, personal, and professional qualities deemed necessary by the faculty for the practice of osteopathic medicine;
- Has 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;
- Has demonstrated compliance with the conduct standards;
- Has completed loan exit counseling, if applicable;
- Has 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.

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.

Students who do not meet all of the requirements for graduation established by the COM administration and faculty within the six year period must appear before the Student Performance Committee and will be given the opportunity to demonstrate why they should not be summarily dismissed from the COM in compliance with adopted policy. The Student Performance Committee may

recommend to the Dean that the student be dismissed or that he/she be required to repeat all or part of the curriculum within a specified period of time.

Academic Grievances Policy (Grading Disputes)

Matters regarding grading disputes shall include all concerns related to specific grades received or the processes by which grades are determined. In all appeals regarding a grading dispute, the decision of the Dean is final.

Classroom Grading: Except under unusual circumstances, all grades including the final grade for all written quizzes and examinations will be determined by the Course Director. When extraordinary circumstances bring a student to seek an appeal of a decision regarding a classroom grade, the student must seek solutions through the following administrative channels, entering at the appropriate level and proceeding in the order stated:

- Course Director
- Phase Director
- Dean (final level of appeal)

A student seeking to resolve a grading concern through the administrative channels above must initiate formal action in writing within ten days from the date the final grades are submitted. The written appeal must state the circumstances surrounding the grade dispute, with specificity. Review of a student problem and complaint 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 ten business days of the date the decision was rendered at each level of



the appeal, excluding weekends and official school holidays.

Rotation Grading: See RVUCOM Clinical Training Manual for Policies and Procedures

College of Osteopathic Medicine

Code of Behavioral Conduct

Students are required to know and adhere to both the College's Code of Behavioral Conduct and the University's Code of Student Conduct. Students enrolled at RVUCOM are expected to adhere to behavior consistent with the high standards of the medical profession. Compliance with institutional regulations, as well as city, state, and federal laws is expected. Osteopathic medical students shall act honorably and ethically. Dishonesty, unethical, or other designated inappropriate conduct shall not be tolerated. It is not possible to enumerate all forms of inappropriate behavior, some of which could raise serious questions concerning a student's ability to continue in the academic program or to practice after graduation. However, the general rules and policies that shall apply to all students are listed below:

Attendance

The Office of Student Services is responsible for enforcing attendance as established by policy or in the course syllabus. Individual course instructors have the option of taking attendance in their course at any time and reporting the results to the Office of Student Services. Attendance is required at all clinical activities, laboratories, and clinical integration sessions. While attendance at lecture sessions is not mandatory, unless so advised, students are expected to attend scheduled classes. The attendance policy for each individual course, laboratory section, standardized patient session, and other non-lecture encounters, if different from College policy, will be specified in the course syllabus.

Fraudulently recording the attendance for any student is academic fraud and will subject all students involved to disciplinary action, up to and including suspension or

dismissal from the COM.

Excused absences are expected to be obtained IN ADVANCE, except in the case of an emergency. Any student who misses, without approval, a standardized patient encounter, a clinical integration session, an assigned laboratory session, a clinical experience, etc. will receive a zero for that session and will not be allowed to make it up.

Attendance at the following educational experiences is required:

- all quizzes and exams
- all laboratory sessions (anatomy portions of systems courses, OPP labs, PCM labs, , etc.)
- all scheduled clinical experiences (Standardized Patient labs)
- all Clinical Integration Sessions (CIS)
- all Grand Rounds presentations or preparatory workshops.
- any other sessions designated by a Course Director.

Attendance at lectures is highly encouraged.

Excused Absences and Make-up Examinations

Every student who is unable to attend a required academic event (e.g., CIS, quiz, exam, lab) must fill out an Absence Notification and Approval Form. After filling out the top half of the form, including a detailed explanation for the absence, please deliver the form to the Administrative Assistant in the Office of Pre-Clinical Affairs (Pod D on the second floor). You will then be notified to meet with either the Course Director(s) or appropriate Phase Director. Should a medical or other emergency (family crisis) occur that prevents a student from reporting to an examination or other required event, a student must notify (email or phone call) the Course Director, a Phase Director, an Associate Dean or Dean as soon as possible, and preferably prior to the beginning of the examination/event. Students seeking an excused absence for a medical reason must provide a signed note from a healthcare provider indicating they were seen/treated. If a student is absent from a required event and does not provide an acceptable Absence Notification and Approval Form, the student will receive a grade of zero for that event.

Examinations are stressful; generalized anxiety/stress/nervousness does not qualify as a medical excuse. Only a



DSM-IV diagnosis of a panic attack by a qualified healthcare practitioner will be accepted in the case of stress, anxiety or nervousness.

A student who does not take an examination at its scheduled time and is appropriately excused may be allowed to take a make-up examination, if eligible. Make-up examinations will be of comparable difficulty to the original examination, but may use short answer, essay, oral or multiple-choice formats at the Course Director's discretion.

The policies for examinations will pertain to all makeup examinations. In the interim, the student will have a grade of incomplete (IN) for the course. Any exception will be made solely at the Dean's discretion. If the student misses a scheduled make-up examination, he or she will receive a zero for that examination.

The Absence Notification and Approval Form is available in the Office of Pre-Clinical Affairs as well as online (MyVista, Students tab, under Forms).

Dress Code

Students may wear whatever clothing they wish, as long as it is in good taste and not offensive to anyone.

While students may wear shorts and jeans, there are often visitors on campus and students must represent the College in a respectful manner. Students will be notified in advance if required to dress in a more professional manner (i.e. contact with a patient, Standardized Patient encounter, etc.)

Students must wear their RVU white coat and RVU name tag at all times when on clinical rotations or shadowing. Students may also wear their white coats when participating in RVU-sponsored co-curricular activities, such as staffing a health fair. Note that when students wear their official RVU identification, they are representing the University and the College. Students may not wear their RVU white coats or RVU name badges when they are not on clinical rotation, shadowing, or otherwise participating in an RVU-sponsored curricular or co-curricular activity.

Students should refer to the course syllabus for dress code in OMM, Anatomy, and clinical laboratory sessions.

Healthcare Employment During School

(Practice of Medicine)

Students are prohibited from engaging in any activities (from

the time of matriculation to the University until graduation or other termination of student status) that might be construed as the practice of medicine without the proper supervision and direction of designated members of the faculty, whether such activities are engaged in for compensation, done as a volunteer, or otherwise. Any student who is a healthcare provider and wishes to be employed in the health-related field must contact the Office of Student Services and forward a request to the Dean. All decisions of approval or disapproval will come from the Dean.

Students who are alleged to have engaged in the practice of medicine and are not in compliance with the requirements above will be requested in writing to appear before the Honor Code Committee and are subject to dismissal from the University.

Professional Malpractice and Workers' Compensation Insurance

Students are covered by Rocky Vista University's professional malpractice and workers' compensation insurance for all RVU-sponsored curricular and co-curricular activities, including rotations, shadowing, health fairs, medical mission trips, etc. Students are not covered for non-RVU activities.

Any student who is injured while on clinical rotation must notify the Associate Dean of Clinical Affairs immediately.

Contact Information

It is the responsibility of all students to notify the Office of the Registrar of any changes in mailing address, phone number or emergency contact information. It is required that the Office of the Registrar be notified of any changes within 30 days to ensure that the student is available for information and emergencies. Non-compliance may result in disciplinary action.

POLICIES AND PROCEDURES FOR ALLEGED CODE OF CONDUCT VIOLATIONS

The College of Osteopathic Medicine adheres to the University's policies and procedures for alleged violations of the conduct standards. Please refer to that section for more information.

Academic and Behavioral Disciplinary Sanctions

The sanctions for violations of the academic and conduct code are the same for the COM as for the University. Please refer to that section for more information.

Readmission Policy

If a student is dismissed or withdraws from the College of Osteopathic Medicine, he or she may apply for readmission to the Office of the Dean. In order to be considered for readmission, the candidate 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 applicant can perform satisfactorily if readmitted. The student's prior academic record will remain part of his or her overall academic record and will be recorded on the permanent transcript, if readmitted.

CURRICULUM FOR ROCKY VISTA UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE

Course of Study

The College of Osteopathic Medicine 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. Students are placed at one of our regional centers throughout the state to ensure continuity and coordination of clinical education within our vast and growing clinical training network. Our innovative 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 becoming primary care physicians.

The design of the applications-based curriculum is based on successful integrated academic models. It emphasizes interdisciplinary collaboration, guiding students to develop an osteopathic approach to medicine. We continually correlate basic scientific information and methodology with fundamental clinical application. Students are exposed to clinical settings in their first semester, which gives them the opportunity to prepare for the "real world" of medicine. 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.

Physicians do not work alone, but rather as part of a health care team, and RVUCOM promotes interdisciplinary cooperation whenever possible in the classroom and in all of its clinical settings.

Course	Course Number	Credits
<u>OMS-I</u>		
Molecular and Cellular Mechanisms	OM1012	6
Hematology/Immunology I	OM1023	3
Musculoskeletal System I	OM1013	8
Cardiovascular System I	OM1003	4
Gastrointestinal System I	OM1007	4
Medical Informatics I	OM1010	1
Respiratory System I	OM1004	2
Renal System I	OM1021	2
Endocrine/Reproductive System I	OM1006	5
Neuroscience System I	OM1014	10
Pathologic Basis of Disease I	OM1017	9
Pathologic Basis of Disease II	OM1018	7
Osteopathic Principles and Practices I	OM1015	3
Osteopathic Principles and Practices II	OM1016	3
Principles of Clinical Medicine I	OM1019	4
Principles of Clinical Medicine II	OM1020	4
<u>OMS-II</u>		
Renal System II	OM2013	8
Cardiovascular System II	OM2005	8
Respiratory System II	OM2006	5
Hematologic/Lymphatic System II	OM2003	5
Gastrointestinal System II	OM2009	5
Endocrine System II	OM2008	5
Reproductive System II	OM2014	5
Musculoskeletal System II	OM2001	5
Neuroscience System II	OM2002	6
Psychiatry System II	OM2020	4
Pathophysiological Overview of Medicine I	OM2030	7
Osteopathic Principles and Practices III	OM2016	4
Osteopathic Principles and Practices IV	OM2017	2
Principles of Clinical Medicine III	OM2018	4
Principles of Clinical Medicine IV	OM2019	4
Second Year Electives	OM2050	1
<u>OMS-I & II Electives</u>		
Rural and Wilderness Medicine I	OM5020	1
Rural and Wilderness Medicine II	OM5021	1
Rural and Wilderness Medicine III	OM5022	1
Global Medicine I	OM5030	1
Global Medicine II	OM5031	1
Global Medicine III	OM5032	1
Military Medicine I	OM5040	1
Military Medicine II	OM5041	1
Military Medicine III	OM5042	1

Course	Course Number	Credits
OMS-III		
OPP Clinical Integration	OM3010	NC
Advanced Clinical Medicine	OM3300	3
Family Medicine I	OM3301	16
Family Medicine II		
Internal Medicine I	OM3302	16
Internal Medicine II		
Surgery I	OM3303	16
Surgery II		
Obstetrics and Gynecology	OM3304	8
Pediatrics	OM3305	8
Psychiatry	OM3306	8
Selective I	OM3310	8
Selective II	OM3311	8
OMS-IV		
Pathophysiological Overview of Medicine II	OM4030	8
Medicine Specialty Requirement	OM4401	8
Emergency Medicine Requirement	OM4402	8
Surgery Specialty Requirement	OM4404	8
Specialty Name Selective I – VI	OM4410	8 Each

**Courses/Credit Hours subject to change

OMS-I

Molecular and Cellular Mechanisms

This course is a trans-disciplinary course which incorporates the fundamental aspects of biochemistry, molecular biology, cell biology, and genetics. It is presented using lectures, clinical correlations, medical vignettes, directed assignments and integrated learning sessions. 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.

Immunology & Hematologic/Lymphatic System

The Immunology Hematologic/Lymphatic System I course is multidisciplinary, emphasizing the foundational knowledge necessary to understand the normal function of the immune system, the red cell, and coagulation. It is designed to provide the student with an overview of the human immune system,

including the aberrant immunological processes that lead to immunopathogenesis. This course will utilize lectures, designated reading assignments, and clinical integrative case discussions.

Musculoskeletal System I

The Musculoskeletal System is multidisciplinary in nature. It is structured to enable the student to obtain the requisite knowledge necessary to understand the normal structure and function of the musculoskeletal system, as well as the biomedical science that underlies disorders associated with skeletal muscle, bone, joints, and peripheral nerves. The course utilizes lectures, human cadaver dissection laboratories, reading assignments, Designated Student Assignments (DSA), and Clinical Integrative Sessions (CIS).

Cardiovascular System I

The Cardiovascular System is an intensive, multidisciplinary course structured with the goal of enabling the student to obtain the requisite knowledge necessary to understand the normal structure and function of the cardiovascular system. It is designed to provide the student with an overview of the cardiovascular system, including the biomedical science that underlies disorders of the heart and circulatory system. The structural content of this course utilizes lectures, human cadaver dissection, reading assignments, Designated Student Assignments (DSA), and Clinical Integrative Sessions (CIS).

Gastrointestinal System I

The Gastrointestinal System course is an intensive multidisciplinary course, designed to provide a basic biomedical science foundation for students. This course will provide the requisite knowledge necessary to understand the normal structure and function of the entire gastrointestinal and hepatobiliary system. The entire course will be devoted to an intensive look at basic physiological principles involved in digestion, absorption, secretion, gastrointestinal motility including the hepatobiliary and pancreatic systems. Emphasis will be also on the GI structure including embryology, histology, microscopic and gross anatomy. It will provide the students with an in-depth knowledge of normal structure and function of GI tract and hepatobiliary system; regulation of mechanical and chemical digestive processes of the gastrointestinal (GI) tract and the accessory organs of digestion; the nervous and hormonal mechanisms regulating control of secretion in the digestive organs; absorption and elimination of food. The goal of this course would be to provide the students with knowledge of how GI structure (embryology, histology, microscopic and gross anatomy) integrates with function (physiologic mechanisms of GI motility, digestion and absorption, and liver and

pancreatic function). Students will then be able to describe the mechanisms contributing to absorption of nutrients into the body and apply their basic medical science knowledge to clinical problem-solving.

Osteopathic Principles and Practices (OPP) I-II

This course is designed to provide the student with a fundamental understanding of the principles and philosophies of osteopathic medicine. This understanding will allow a foundation for students to build osteopathic knowledge and provide every student the chance to offer their patients an additional approach to conventional medical care. This course will also emphasize the current biomechanical, functional, and physiologic philosophies providing a foundation for continued future education and development within the art and science of osteopathy.

All seven core competencies of the Osteopathic Profession are addressed in a variety of ways in the course. In addition, medical knowledge, patient care, interpersonal communication skills and professionalism are woven into the labs during hands on interactions with faculty members and fellow students. The course is designed to be foundational in knowledge, with clinical application emphasized when appropriate, to help the students learn not only the lexicon of OMM but also its application in medical care. The students are allowed time during and after lab to practice and master what has been taught and demonstrated.

Principles of Clinical Medicine (PCM) I-IV

Principles of Clinical Medicine is a four-part Clinical Medicine course that is taught during the first four semesters and is coordinated with the systems courses. The course is designed to provide the knowledge and educational experiences that will allow the student to develop active learning skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history physical examination, practice documentation skills, and demonstrate competency and the clinical application of basic medical procedures. The course content will be divided into several areas that include: history and physical exam, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, and standardized patient experiences.

Medical Informatics I

Medical Informatics I contributes to the quality, efficacy and safety of healthcare by fostering information literacy and evidence-based practice. The course introduces concepts, strategies, resources, standards and technologies that enable clinicians to acquire, evaluate, and present information from

medical literature. Lectures, clinical integrative sessions, and designated student assignments impart knowledge and skills that are applied in a critical presentation of a clinical case during student grand rounds.

Renal System I

The Renal System I Course utilizes a multidisciplinary approach to prepare students with a foundational understanding of the normal structure and function of the renal system. In addition to instruction relating to the basic functional principles of the organs of urine production and excretion, this course integrates the principle, relevant clinical correlations. It includes the gross anatomy, histology, and embryology of the kidney and urinary tract. A thorough investigation of the essential physiology of kidney function will include the primary renal processes, urine formation, and renal blood flow. In addition, the renal system's role in ion regulation, acid-base balance, fluid volume, and salt-water balance will be examined along with the regulatory control mechanisms of these functions. An understanding of the renal system will be accomplished through student involvement in lectures, directed student assignments, and clinical interactive sessions. The Renal System Course addresses three of the seven core competencies of the osteopathic profession (medical knowledge, interpersonal and communication skills, and professionalism).

Endocrine/Reproductive System I

The Endocrine/Reproductive System I is designed to teach the basic principles of hormone secretion and action related to the major endocrine structures and reproductive 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. This course will focus on the anatomy, histology and physiology of endocrine systems as a basis for understanding the pathological conditions resulting from endocrine dysfunction.

Upon completion, students should be able to use the basic principles of endocrine physiology in clinical applications and to fulfill medicinal knowledge



competencies. Material which has been previously covered will be integrated into the coursework and used to build the framework needed to be a competent osteopathic physician.

Neuroscience System I

The Neuroscience System course presents the student with an intense consideration of the Central Nervous System (Brain and Spinal Cord) and Head and Neck anatomy. The Neuroanatomy portion of this course addresses the following topics in integrated fashion: Neuroanatomy, Neurophysiology, Neurohistology, Neuroembryology, and Neuroradiology. The study of Neuroanatomy and Head and Neck anatomy are bridged by the cranial nerves which begin in the central nervous system and distribute throughout the head and neck. Although concepts in this course are presented utilizing traditional/clinical lectures, human cadaver/brain dissection laboratories, reading assignments, these concepts are reinforced by numerous clinically-based lectures and Clinical Integrative Sessions (CIS) which emphasize the importance of integrating basic neuroanatomical knowledge with the clinical symptoms presented by a neurological deficit.

Pathologic Basis of Disease I/II

These courses are foundational introductions to mechanisms of disease and therapy. The Courses consist variably of lectures, introductions, student designated (and scheduled) self-study (DSA), clinical contextual integrations and case-based interactive learning sessions (CIS). Broad topic areas to be emphasized include cellular damage, inflammation and allergy; wound healing and tissue repair, immune system function and dysfunction, pathophysiology of hemodynamic disease, genetic diseases, mechanisms of neoplasia, medical microbiology and its basic applications in infectious disease, environmental, nutritional disorders, and an overview of diseases of infancy and childhood. Throughout the Courses, the language of medicine is emphasized in conjunction with etiologic mechanisms, clinical features, differential diagnoses, and morphology where appropriate. In addition, important pathologic aspects of clinical laboratory involvement and data utilization in the diagnosis of disease are discussed.

OMS-II

Renal System II

The first week of the Renal System II course will focus on the

general principles of pharmacology (i.e., pharmacodynamics, pharmacokinetics, drug biotransformation, and clinical trials). Also included in this first week is a basic review of autonomic pharmacology and subsequent introduction to the drugs that act on the autonomic nervous system. The remainder of the Renal System II course is structured using a fundamental template common to all second year system courses. The Renal System II course will contain a brief review of renal medical physiology, followed by pathophysiology and pathologic entities of the renal system, with clinically-focused topics discussed during the final week. Pharmacology topics as they relate to the renal system will be presented throughout the course when appropriate. Broad topics to be emphasized include the wide spectrum of physiologic functions of the human kidney, pathologic renal entities (e.g., glomerulopathy, glomerulonephritis, tubulointerstitial disorders, infections, toxic and ischemic insults, vascular disease and neoplasms), drugs used in the treatment of hypertension, and clinical aspects of the above-mentioned disorders. Key aspects of clinical laboratory test ordering and data utilization in the diagnosis and monitoring of kidney and urinary tract disease are discussed.

Cardiovascular System II

The Cardiovascular System II course is an intensive multidisciplinary course structured with the goal of enabling the student to obtain the requisite knowledge necessary to understand the pathophysiology, pharmacology, and clinical medicine of the cardiovascular system. After completion of the course, each student will be able to recognize the presenting signs and symptoms of various cardiovascular diseases and be able to ascertain and differentiate the various entities involved in cardiac health and disease. Various aspects of evaluating cardiac patients will be presented, with special emphasis on interpretation of EKGs.

Respiratory System II

The Respiratory System II course will concentrate on the pathology, pathophysiology, diagnosis and treatment of major disorders of the lungs, and the relationship multisystem diseases have with the pulmonary system. Student activities will concentrate on the fundamental obstructive, restrictive, and infectious diseases. Pulmonary emergencies and primary and secondary malignancies will be presented, with an emphasis on diagnostic techniques and treatment methodologies.

Hematologic/Lymphatic System II

This course is designed to provide the student with

a comprehensive overview of hematology and hematopathology. All blood cell lines will be discussed in the context of the pathophysiology and pathology of both non-neoplastic and neoplastic diseases. This material will be integrated into clinical applications and used to build the clinical framework needed to successfully synthesize and integrate this information during year 3 and year 4 clinical rotations. Specifically, the course will begin with sessions on hematopoiesis, followed by discussions of red cell disorders and the clinical work-up of anemia. Common diagnostic tests and their interpretation will be integrated into this initial content. Information regarding white cell disorders then will be presented, including non-neoplastic disorders and neoplastic disorders such as leukemias, non-Hodgkin lymphomas, and Hodgkin lymphoma. An in-depth treatment of bleeding and hypercoagulable disorders will be provided. In addition, students will be exposed to concepts related to solid organs of the hematologic/lymphatic system, the spleen and thymus, transfusion medicine, the molecular biology of red cells, and pertinent pharmacologic information related to the treatment of anemia and the use of pharmacologic agents aimed at modulating the immune system, coagulation, fibrinolysis, and neoplastic diseases.

Gastrointestinal System II

The course covers the gastrointestinal system, including the hepatobiliary and pancreatic systems. After a brief review of normal physiologic principles and processes, the initial two weeks are devoted to a thorough study of gastrointestinal pathology. Clinicopathological correlations are emphasized. The remainder of the course is devoted to the application of the integrated pathophysiological principles in clinical settings under the guidance of appropriate clinical faculty. Material that has been previously covered is integrated into clinical application and used to build the clinical framework needed to be a competent osteopathic physician. Emphasis is placed on understanding the pathophysiology and the ability to correlate and use basic principles in the management of gastrointestinal disorders. Clinical discussions and lectures focus on disease states the students will encounter throughout their careers.

Osteopathic Principles and Practices (OPP)-III/IV

The OPP III/IV courses build upon the foundation of the principles and philosophies of osteopathic medicine established during the OPP I/II courses. OPP III and IV will expand the student's osteopathic knowledge base through the application of new and previously learned techniques into the appropriate medical conditions of second year system courses. Each second year OPP course follows a template that coincides with the concurrent system course. Introductory information covering the osteopathic



considerations relevant to each system is given in each system course followed by interactive case presentations focused on osteopathic treatment of patients with diseases of the system. Didactic information is summarized in an interactive iClicker session to test the student's knowledge acquisition just prior to each written exam. Throughout each system course students will learn appropriate techniques in group lab sessions. Some of these group labs will be designated as track labs, where students will either learn new techniques or review techniques from the first year, based upon their track. During each semester of the second year, all students are assigned to a one-on-one lab session where they are partnered with a model "patient" and a faculty mentor. Students will take a history, perform a physical examination, present to their faculty member, and treat the patient with Osteopathic Manipulative Medicine. One-on-one lab sessions will provide students a unique opportunity to receive immediate feedback on his/her diagnostic and treatment skills. Students will be tested throughout the year over a list of diagnostic and technique skills. Students must demonstrate competency in these critical skills before advancing on to clinical rotations in the third year.

PCM III/IV

Principles of Clinical Medicine III and IV are components of a four-part clinical medicine course that are taught during the first four semesters and are coordinated with the system courses. The course is designed to provide the knowledge and educational experiences that will allow the student to develop active learning skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused history physical examination, practice documentation skills, and demonstrate competency and the clinical application of basic medical procedures. The course content is divided into several areas that include history and physical exam, basic medical procedures, doctor-patient relationship skills, ethics, community medicine, and standardized patient experiences.

Endocrine System II

The Endocrine System II course will review the basic principles of endocrine hormone signaling, storage, secretion and action. Abnormalities in normal endocrine physiology will be discussed through pathophysiologic correlations and clinical discussions. The course will emphasize the hypothalamic/pituitary complex, thyroid, parathyroid, adrenal, and endocrine functions of the pancreas. Students

are expected to be familiar with the hypofunctioning or hyperfunctioning of key endocrine glands, the structure, secretion and action of endocrine hormones (peptide, steroid and thyroid hormones), and the major clinical endocrine disorders related thereto. Pharmacology as it relates to hormone secretion and action will be discussed. Emphasis will be placed on understanding the pathophysiology of each endocrine gland with the intent to use the general principles of endocrine pathophysiology and pharmacology to effectively diagnose, manage and care for patients with endocrine disorders.

Reproductive System II

This course will cover female and male health-related reproductive issues. The primary focus is the female system. Following a review of normal reproductive physiology, pathophysiological perspectives of the female genital tract, breasts, and pregnancy are presented. The approach to the gynecologic patient, including examination and diagnostic procedures, are discussed. All phases of pregnancy, including antepartum, labor/delivery, and postpartum care, are reviewed in concert with complications and procedures of each phase of pregnancy. Infectious and neoplastic pathology of the male genital tract is covered. Pharmacology as it relates to both female and male reproductive systems will be integrated throughout the course. Clinical correlations will focus on the pathology that students will encounter on clinical rotations and throughout their medical career.

Musculoskeletal System II

The Musculoskeletal System II course is scheduled to deliver pertinent topics of diseases of the musculoskeletal system in a multidisciplinary format. Students are expected to be fluent in the language of neuromuscular physiology, which is reviewed at the beginning of the course. Pathological concepts of disease presentation, diagnosis, and therapy will be discussed for bone, cartilage, joints, soft tissue, nerve, and skin diseases. There will be a strong emphasis on rheumatologic disorders, neoplasia, infectious and inflammatory skin disorders. Anti-inflammatory and neuromuscular pharmacology will be integrated into the therapy of these disorders.

Neuroscience System II

This course is designed to use the neuroanatomy and neurophysiology basic science information presented in Year 1 to underpin a comprehensive overview of neuropathology, including both non-neoplastic and neoplastic diseases. Neuroanatomy, neurophysiology, clinical neurology, and neurosurgical applications are integrated to build

the clinical framework necessary to succeed during year 3 and year 4 clinical rotations. Relevant and necessary neurohistology, neuroembryology, and neuroradiology are discussed. Course content will be supplied by faculty in the Departments of Biomedical Sciences and Specialty Medicine as well as by content experts from the medical community.

Psychiatry System

The Psychiatry System is structured to expose students to psychiatric and behavioral medical issues commonly seen in practice. The psychiatric component of the course will focus on mental health disorders, such as depression, bipolar disorder, mania, psychosis, anxiety, and drug abuse. Symptoms of these disorders will be explored in detail with a heavy emphasis on the available pharmacologic treatments. The behavioral component will explore issues related to human development, end of life, and abnormal behavior such as paraphilias and eating disorders.

Pathophysiological Overview of Medicine I

The Pathophysiological Overview of Medicine Course I is a required, structured overview course designed to aid the student preparing for the COMLEX I Board Examination. Self-assessment and continuous review of key concepts in biomedical disciplines by means of an online question bank is a key component of the course. The course culminates with a comprehensive lecture series and practice exams conducted under conditions similar to the actual COMLEX level 1 Board Exam.

Honors Curriculum

Rural and Wilderness Medicine

The delivery of quality medical care in health systems with varying degrees of resources is the focus of the curriculum for the Rural and Wilderness Medicine Track (R&WM). Training and experience above and beyond the standard medical school curriculum are necessary to produce physicians who have the confidence and skill to practice in the rural and remote regions of our country. Participants will be given a robust extracurricular education of procedural skills in medicine and surgery that will better prepare them for residency training and practice. The instruction format for this track is totally clinical, and will be taught by instructors with years of practical experience in the field. The track will also cover preventive medicine and public health subjects.

Physicians practicing in a rural or wilderness setting must be skilled in stabilizing and transporting critically ill and injured patients to urban medical centers. Much of the track material will cover life and limb threatening emergencies. The Rural and Wilderness Medicine participants will be expected to complete rotations through urban trauma centers, stroke centers and large emergency departments in their third and fourth years of clinical experiences. All the primary care rotations such as Family Medicine will be taken in rural critical access hospitals and clinics. It is equally essential that the student learn ultrasonography and endoscopy along with in other diagnostic procedures common in rural or frontier practices. During the first two years of medical education this training will occur using simulators, cadavers, and shadowing opportunities. Direct patient contact will be more common during the third and fourth year clinical rotations, where students will travel to rural critical access hospitals for many of their core rotations.

R&WM track students participate in two capstone courses. Capstone I is a 3-4 day exercise with rural EMS, Fire Department, and Search and Rescue services in Southwestern Wyoming. Students are expected to function with emergency personnel performing real-life scenarios in on-scene settings. Capstone II is a 4-5 day exercise that takes place at a ranch in the Northwest Colorado mountains. Students are exposed to common ranching practices including veterinary medicine, and common injuries encountered in the wild. Since a physician must be able to survive in the wilderness so others may live, skills such as signaling, navigation, and outdoor survival will be covered along with emergency stabilization and transport skills .

To be considered for the program students must be committed to rural and remote practice and be capable of handling the extra work load. They also must undergo an entrance interview by R&WM students and faculty to be selected. No more than 12 students will be selected for each



class. Grading is pass/fail and attendance is mandatory to all meetings.

Global Medicine

The global medicine track is an elective honors track for those students who have a strong desire to serve in an international capacity. This track provides a survey, exposure and clinical education surrounding multiple aspects of global medicine. It is designed to span 3.5 years of formal osteopathic education, which will culminate with three clinical international medical education experiences on three different continents. During the first two years of medical school students will pursue a minimum of 60 additional hours of medical education, which include the principles and goals of global health, the burden of disease in both developing and already developed countries, comparative health systems, global ethics, case studies, and other selected topics in global medicine. These topics are presented through the use of a variety of didactic presentations, directed student learning activities and clinical hands on experience. Students are also encouraged to attend medical outreach opportunities both locally and internationally during their first two years, as well as participate in research and poster presentations. Acceptance to the global medicine track involves an application process that occurs during the end of the first semester. Students must be capable of handling the extra workload and participate in all activities. Approximately 12 students will be selected for each class. Grading is pass/fail.

Military Medicine

This is an elective enrichment track in addition to the core curriculum, for those RVUCOM students who are slated to enter active duty service – U. S. Army, Navy or Air Force, and those who exhibit a high level of academic achievement, express a strong interest and can be accommodated. Rocky Vista University COM is committed to medical support of our military through its educational mission and capabilities.

This track will function in conjunction where possible with other COM enrichment tracks (Rural/Wilderness, Global Medicine) where synergies are evident and possible. These primarily involve certain transdisciplinary areas of study including emerging infectious diseases, public health/epidemiology and debilitating or lethal endemic diseases found in salient regions of the world.

However, the Military Track will also incorporate sessions and experiences related to Medical Corps Officer military obligations, leadership/discipline, harsh military environments/field exercises, disasters, stabilization/evacuation and triage in combat environments on land, sea and air.

A former military Surgeon General serves as consultant to this track. Liaison with leaders/military officers at US posts, bases, medical centers, hospitals and other sites will occur in order to achieve the goals and objectives of this track. Expert guest military officers and appropriate civilian physician/teachers will be engaged and hosted at the campus in Parker, Colorado, and elsewhere.

It is the stated intent of Rocky Vista University College of Osteopathic Medicine to contribute in a significant fashion to force conservation and military physician support of the United States Armed Services in the modern era.

OMM Fellowship

The OMM fellowship is designed to increase the students' knowledge of the principles and philosophies of osteopathic medicine in order to create future educators in OPP. This additional osteopathic knowledge will provide the students with the needed knowledge to educate their classmates and future colleagues on osteopathic technique, as well as an increased ability to care for their patients. This fellowship will emphasize anatomy, technique in osteopathic medicine, and education in osteopathic and sports medicine. It will also place a heavy emphasis on teaching these students how to teach Osteopathy in the future.

Undergraduate Anatomy Fellowship Program

The RVU Undergraduate Anatomy Fellowship Program is designed to provide a continuum of the study of Anatomy to the next level, as well as provide the student with tools which can, in the future, be utilized to either teach or conduct anatomical research appropriate to the context of their final field of endeavor. The successful candidate need not be exclusively surgical residency bound; any qualified student can apply.

One student is selected yearly for this program following an interview process conducted by the members of the Department of Structural Medicine. Recommendations made by the Department will be forwarded to the Dean for approval.

Participation in the Anatomy Fellows Program will extend the student's tenure at RVU by one year. Program experiences will occur in years III & IV; year V will return to the normal year IV Clinical Rotations curriculum. Each Fellow will alternately rotate between the Fellowship Program curriculum and the Clinical Rotations curriculum every 8 weeks resulting in an approximate six month involvement in each of Year III & Year IV. The Program will commence August 1, 2012. At the completion of the Fellowship Program, a recommendation will be made to the Student Performance Committee. A certificate indicating



successful completion of the Anatomy Fellowship Program will be awarded at Graduation.

OMS-III

Advanced Clinical Medicine

This course requires the student to demonstrate the knowledge, skills and competencies that are indicative of adequate preparation to enter the phase of their medical school education that is more intensively and extensively clinically-focused, in student core and elective patient rotations. The course will also provide specific clinical skills and knowledge that are essential to success. The course includes:

- **Orientation to Clinical Medicine:** This portion of the Capstone Course provides information on the policies and procedures that will govern the clinical years, the rights, responsibilities and duties of the students, faculty and teaching facilities.
- **OSCE and Clinical Skills Exam:** This high stakes examination will review the knowledge and skills that the student has acquired over the preceding two years of study. Realistic clinical cases will require the student to properly examine, diagnosis, and describe treatment for patients that present with clinical syndromes or conditions utilizing proper communication and interview techniques and incorporating osteopathic principles and philosophy.
- **ACLS:** Advanced Cardiac Life Support training and certification is required of every student before entering clinical practice.
- **PALS:** Pediatric Advanced Life Support training is also a requirement of each student.
- **OSHA and HIPAA training** reviews the regulatory policies and practices that govern clinical practice.
- **Professionalism:** This seminar provides a look at the professional and societal requirements and standards that govern patient and professional interactions in clinical settings.

CORE ROTATIONS:

Family Medicine

Family medicine is an essential component of the primary care infrastructure of the U.S. healthcare delivery system. This primary care specialty provides first contact, ongoing, and preventive care to all patients regardless of age, gender, culture, care setting, or type of problem. Family medicine clinical experiences allow students to understand how context influences the diagnostic process and management decisions. Students learn the fundamentals of an approach to the evaluation and management of frequently occurring, complex, concurrent, and ill-defined problems across a wide variety of acute and chronic presentations.

Internal Medicine

The internal medicine clerkship serves as a focal point of third-year education. It is the backbone of training in medicine and during this rotation students will experience the breadth and diversity of disease. Students learn both the science and the art of medicine and how the two complement each other. Students will expand history and physical diagnosis skills, develop the ability to prioritize patient problems and generate a differential diagnosis, and implement patient management strategies and observe their effects. Internal Medicine involves problem-solving, finding all the pieces of the puzzle and putting them together in a way that makes a coherent picture. It is also an opportunity to view the patient as a whole, to understand how a disease impacts not only on the patient's health, but also on his or her emotional and social well-being.

Surgery

The surgery clerkship consists of two months of surgery, which will be divided into 1 month of general surgery and one month of surgical subspecialties. Students will be expected to take call in the evenings. General surgery should include exposure to a variety of surgical topics and experiences, including minor outpatient surgery, gastrointestinal (abdominal surgery), hernia repair, breast, endocrine, and trauma. Subspecialty exposure will be to orthopedics, anesthesia, ENT and urology. Exposure to the topics will be through reading, hospital lectures, seminars and meetings, and hands-on experiences such as performing H&P's, participating in surgical rounds, writing daily progress notes, participating in surgeries, attending all surgical conferences, and performing tasks as assigned by the preceptor.

Obstetrics and Gynecology

The introduction to women's health is a pivotal part of medical education. The RVUCOM OB/GYN curriculum is

based on the Association of Professors in Gynecology and Obstetrics (APGO) Curriculum Project, Women's Healthcare Office (WHEO) revised in 2009, and although gender specific, the specialty actually encompasses multiple disciplines in both the medical and surgical fields. RVUCOM students have been exposed to the fundamentals of women's health in several courses throughout the first and second year during Principles of Clinical Medicine (PCM). Upon completion of this rotation, students should be prepared to address basic issues in women's health care and begin to apply them to their chosen specialty.

Pediatrics

Pediatrics differs from adult medicine in many respects. Treating a child is not like treating a miniature adult. The obvious body size differences are paralleled by maturational changes. The smaller body of an infant or neonate is substantially different physiologically from that of an adult. Congenital defects, genetic variance, and developmental issues are of greater concern to pediatricians than they often are to adult physicians. A major difference between pediatrics and adult medicine is that children are minors and, in most jurisdictions, cannot make decisions for themselves. The issues of guardianship, privacy, legal responsibility and informed consent must always be considered in every pediatric procedure. In a sense, pediatricians often have to treat the parents and sometimes, the family, rather than just the child. Adolescents are in their own legal class, having rights to their own health care decisions in certain circumstances only.

Psychiatry

The third year core clerkship in Psychiatry provides an experience in which third year students can become acquainted with psychiatry diagnosis and methods of treatment. The service can be either inpatient or outpatient based and will enable students to recognize psychiatric emergencies and how to effectively deal with them. The diagnosis and treatment of common psychiatric problems will be emphasized.



OMS-IV

Year 4 of the osteopathic curriculum is divided between four required clerkships and five selective rotations. These clinical opportunities are designed to permit OMS-IV students the flexibility to prepare for the rigors of graduate medical education. The four required clerkships include one block of critical medicine or subspecialty internal medicine; one block of emergency medicine; one block of surgery subspecialty medicine; and one block of global, urban or rural medicine. These requirements provide the opportunity to increase clinical reasoning and procedural skills for the student.

Required 4th Year Clerkship Descriptions:

Critical medicine/subspecialty internal medicine: During this clinical experience, OMS-IV students have the opportunity to function at a more independent level similar to the responsibilities of the first year of graduate medical education. This clerkship can be in critical medicine or one of the medicine subspecialties such as cardiology or pulmonology. This clerkship emphasizes the differential diagnosis and patient care.

Emergency Medicine

The emergency medicine block allows the student to assume more responsibility in patient care within the emergency medicine setting. Procedures are a large part of this service.

Surgery Subspecialty

This block is designed to increase the surgical knowledge base of students prior to beginning graduate medical education. Students can choose from any of the surgical subspecialties, as well as anesthesiology.

Global, Urban or Rural Medicine

This rotation provides students with the opportunity to experience medicine in an underserved environment, where many of the high-tech tools of medicine are not available. In this environment students increase their abilities in physical diagnosis on the basis of the medical history and physical exam.

Selective Rotations:

Independent Study
Allergy/Immunology
Anesthesiology
Cardiology
Critical Care Medicine
Dermatology

Ear, Nose and Throat
Emergency Medicine
Endocrinology
Family Medicine
Gastroenterology
Geriatrics
Global Medicine
Gynecology
Hematology/Oncology
Hospice
Infectious Disease
Internal Medicine
Nephrology
Neurology
Obstetrics and Gynecology
Oncology
Ophthalmology
Osteopathic Manipulative Medicine
Pathology
Pediatrics
Pediatrics: Anesthesiology
Pediatrics: Cardiology
Pediatrics: Critical Care Medicine
Pediatrics: Developmental
Pediatrics: Emergency Medicine
Pediatrics: Endocrinology
Pediatrics: Gastroenterology
Pediatrics: Hematology-Oncology
Pediatrics: Infectious Disease
Pediatrics: Neonatal
Pediatrics: Nephrology
Pediatrics: Perinatal
Pediatrics: Pulmonology
Physical Medicine and Rehabilitation
Psychiatry
Pulmonology
Radiology
Research
Rheumatology
Sports Medicine
Surgery: ENT
Surgery: General
Surgery: Ophthalmology
Surgery: Orthopedic
Surgery: Pediatric
Surgery: Plastic
Surgery: Transplant
Surgery: Urogynecologic
Surgery: Urologic
Urology

STUDENT ORGANIZATIONS

The Office of Student Services must approve all extracurricular activities by University recognized groups or organizations, both on campus and off campus. Events that involve health care/outreach, alcohol, or risky activities must also obtain permission from the Dean and/or other University officials. All activities and events that involve students, faculty or staff of the University must be appropriately scheduled to avoid conflicts with academic requirements and other professional events. Requests for permission for speakers, student meetings or activities and other individual or group activities on campus should be made on forms provided by the Office of Student Services at least two weeks in advance. The Office of Student Services or the Dean must approve all activities in advance and no meeting announcements may be made until such approval is received.

Students may initiate the development of a club or organization on the University campus by submitting a charter with a mission statement and a copy of the group's constitution or bylaws to the Office of Student Services. Each club or organization must have a faculty sponsor approved by the Office of Student Services. A club or organization is not required to attain a minimum number of members. To receive RVU sponsorship and funding the group must be approved by at least 35 percent of the student body of the affiliated college as documented by their signatures on an initiative petition that describes the organization, its mission and goals. A variety of clubs and organizations are approved on campus. A non-inclusive listing is below.

College of Osteopathic Medicine Student Government Association (SGA)

The College of Osteopathic Medicine Student Government Association (SGA) is the official governing body for all osteopathic medical students. The meetings are open to all students in the college, and SGA welcomes proposals and participation from the entire student body. Responsibilities of the SGA include collecting and expressing student opinion, acting as a liaison for the student body to the administration, promoting osteopathic medicine, supporting organization and class activities, and working to improve the quality of life for all students at RVUCOM.

American College of Osteopathic Emergency Physicians (ACOEP)

The American College of Osteopathic Emergency Physicians (ACOEP) exists to support quality emergency medical care, promote interests of osteopathic emergency physicians, support development and implementation of osteopathic emergency medical education and advance the philosophy

and practice of osteopathic medicine through a system of quality and cost effective healthcare in a distinct, unified profession.

American College of Osteopathic Family Physicians (ACOFP)

The objective of the undergraduate chapter of the American College of Osteopathic Family Physicians (ACOFP) is to advance the specialty of family practice in the field of osteopathic medicine and surgery. The organization works toward the advancement of family practice and recognition of the importance of the family practitioner's role in the context of osteopathic medical services in the community. The chapter advances the role of the family practitioner as the backbone of modern medical practice. The Colorado Society of the ACOFP is the state division of the national organization and maintains a direct liaison with the RVUCOM chapter. Membership in this organization entitles students to benefits such as seminars, educational programs and financial support to various family practice conferences.

American College of Osteopathic Pediatrics (ACOP)

The purpose of the American College of Osteopathic Pediatrics (ACOP) is to foster and stimulate interest among osteopathic medical students in the practice of Pediatrics. National membership includes discounted rates to the National Convention and access to online education and support materials. The local RVU chapter utilizes speakers, community service, public outreach and cooperation with local clubs and organizations to further the understanding and appreciation of Pediatric Medicine.

American College of Osteopathic Physical Medicine & Rehabilitation (ACOPMR)

Physical Medicine and Rehabilitation (PMR), also referred to as Physiatry (PM) or Rehabilitation Medicine (RM) is the medical specialty concerned with diagnosing, evaluating and treating persons with physical disabilities. The primary goal of the physiatrist is to achieve maximum restoration of physical, psychosocial and vocational function through comprehensive multi-disciplinary rehabilitation.

American Medical Students Association (AMSA)

The American Medical Students Association (AMSA) is committed to improving healthcare and healthcare delivery to all people; promoting active improvement in medical education; involving its members in the social, moral and ethical obligations of the profession of medicine; assisting

in the improvement and understanding of world health problems; contributing to the welfare of medical students, premedical students, interns, residents and post-MD/DO trainees; and advancing the profession of medicine.

American Osteopathic Academy of Sports Medicine (AOASM)

The purpose of the American Osteopathic Academy of Sports Medicine (AOASM) is to advance a mutually respectful relationship among dedicated, competent sports medicine specialists, and to provide a quality educational resource for AOASM members, allied health sports medicine professionals, and the general public.

American Osteopathic College of Anesthesiologists (AOCA)

The purpose of the American Osteopathic College of Anesthesiologists (AOCA) is to advance the standards of practice and service in the specialty of Anesthesiology, aid in providing opportunities for study and training in the art and science of Anesthesiology, and maintain and promote the highest moral and ethical standards in the practice of Anesthesiology.

Christian Medical and Dental Society (CMDA)

The Christian Medical and Dental Society (CMDA) is a national organization that began in 1931. The chapter is composed of health care professionals and students who are committed to living out their faith through their profession. Benefits of the club include seminars, journals and newsletters.

Colorado Medical Society (CMS)

The mission of the Rocky Vista University chapter of the Colorado Medical Society (CMS) is to bring into one organization, the students of medicine in the state of Colorado; to promote the science and art of medicine, the betterment of the public health and the unity, harmony and welfare of the medical profession; and to unite with county and district medical societies to form and maintain the Colorado Medical Society.

Collegium Aesculapium

The Collegium Aesculapium is an internal organization for LDS and non-LDS, faith-centered medical professionals. The objective of Collegium Aesculapium Foundation, Inc. is to assist members in balancing professional, scientific, personal and spiritual aspects of their life. The purpose of

the Student Chapter of Collegium Aesculapium at Rocky Vista University is to accomplish the Collegium's objective in the lives of students entering the field of medicine.

DOCARE International (DOCARE)

DOCARE, a national organization founded by concerned osteopathic physicians, is dedicated to providing medical care to underserved people in any geographical area of the world. Student participation is welcomed, and the RVUCOM chapter offers exciting and unique opportunities to student physicians to participate in these medical missions

Gays, Lesbians & Allies in Medicine (GLAM)

The mission of Gays, Lesbians & Allies in Medicine (GLAM) is to support and advocate for members of the Gay, Lesbian, Bisexual and Transgender (GLBT) community and to enhance GLBT related medical education. The mission of GLAM will be fulfilled through club meetings, guest speakers, panel discussions and outreach events. GLAM will be open to all students of RVUCOM.

Jewish Association of Medical Students (JAMS)

The Jewish Association of Medical Students (JAMS) will serve as a resource for Jewish students as well as educate the general student body about issues pertaining to Judaism and medicine. Membership will be open to everyone regardless of religious beliefs. This group hopes to share the rich Jewish culture with everyone at RVU by having social events as well as promote awareness and understanding by providing educational events.

Obstetrics & Gynecology Club (OB/GYN)

The Obstetrics & Gynecology Club (OB/GYN) is passionately committed to excellence in women's health. With integrity, we shall educate and support osteopathic health care professionals to improve the quality of life for women. In doing so, we will provide opportunities for fellowship and joy in our profession.

Pathology Interest Club (PATHIC)

The Pathology Interest Club (PATHIC) is formed of RVU students that are interested in learning more about pathology — a specialty of medicine that is dedicated to the study of disease, the processes of disease and how departure from the normal inner workings of the body impact the person as a whole. Students will be introduced to the overview of pathology as a medical specialty and learn what pathology

will encompass in the academic environment. PATHIC endeavors to introduce students to current pathological issues through events, speakers and presentations. PATHIC also focuses on bringing to light pathology residency options (with attention to COMLEX and USMLE scores and test differences), potential shadowing experiences, presentations of gross specimens throughout the academic semester, student tutoring, fundraising for humanitarian and research causes and the delicate balance between the practice of medicine and the pathology behind it. Any current student or entering student is encouraged and welcome to join PATHIC if they are considering pathology as a specialty, are interested in delving further into the realms of pathology, or would like to enhance their academic learning.

Psychiatry Interest Group (PIG)

The Psychiatry Interest Group (PIG) links students interested in the field of psychiatry with activities and resources pertinent to the field. The group also extends to the RVUCOM community as a whole by integrating psychiatry-related topics with other medical specialties.

Radiology Club (RAD)

The purpose of the Radiology Club (Club RAD) is to educate, inform and instigate higher learning regarding the practice of Radiology and the various facets involved thereof. Club RAD is committed to the education of osteopathic physicians who are dedicated to excellence in the practice of Radiology, demonstrate integrity and professionalism in their lives, while providing ethical, compassionate, holistic and culturally competent Osteopathic medical care to their patients. The primary goals and objectives of Club RAD are to teach and inspire RVUCOM students about the astounding practice of Radiology. Club members will develop the knowledge needed to pursue Radiology rotations, residencies and medical practices. Radiology is ever-evolving into more than Diagnostic Radiology. Thus, Club RAD, will facilitate higher learning regarding the subspecialties involved with Radiology. Club members can also learn what a Radiologist in Colorado does in his/her free time and what it means to be a family member of a Radiologist.

RVU Internal Medicine Club (RVUIMC)

The RVU Internal Medicine Club (RVUIMC) exists to provide early exposure to students of the many facets of internal medicine. Those involved in the RVUIMC have the opportunity to attend monthly meetings with speakers from general internists, hospitalists and the different specialties in internal medicine. Some of the internal medicine specialties include: Cardiology, Pulmonology, Gastroenterology, Infectious Disease and Rheumatology. Lunch is provided

to club members at these meetings. Additionally, RVUIMC members have the opportunity to attend conferences held by the American College of Physicians (ACP) and the American College of Osteopathic Internists (ACOI). Part of the cost to attend these conferences is reimbursed from club funds. Finally, the RVUIMC hosts a blood drive in the fall and assists in teaching clinical skills to first year students.

Student Advocates Association (SAA)

The RVUCOM chapter of Student Advocates Association (SAA) was organized for the spouses significant others/families of the students at RVUCOM and is chartered by the Advocates to the American Osteopathic Association (AAOA). The primary objective of the SAA is to further the goals of the college and the osteopathic profession and to promote fellowship, goodwill and unity within the school.

The Student American Academy of Osteopathy (SAAO)

The Student American Academy of Osteopathy (SAAO) is a professional organization dedicated to serving osteopathic medical students. It is the COM's extension of the American Academy of Osteopathy (AAO), a national association established in 1937. The academy maintains the goal of developing the science and art of total health care, with an emphasis on palpatory diagnosis and the use of osteopathic manipulative medicine. Membership in SAAO allows students to receive AAO publications and to attend the annual convocation, both at reduced prices.

Student Association of Military Osteopathic Physicians & Surgeons (SAMOPS)

Student Association of Military Osteopathic Physicians and Surgeons (SAMOPS), the student chapter of this national organization, is open to all College of Osteopathic Medicine students in the military or public health service. The chapter serves as liaison between on-campus military students and those on rotations or military alumni.

Student American Osteopathic Association of Orthopedics (SAOAO)

The mission of the Student American Osteopathic Association of Orthopedics (SAOAO) is to form a bridge between Osteopathic Medicine and Orthopedic Surgery, in order to create a holistic functioning system to provide all the members with the opportunity to change the future of Osteopathic Orthopedic medicine by being well-educated and experienced health care practitioners.

Student Osteopathic Medical Association (SOMA)

The Student Osteopathic Medical Association (SOMA) is the official organization for osteopathic medical students and the affiliated student organization of the American Osteopathic Association. Its purpose is to advance the osteopathic profession, advocate for public health and welfare, and to represent the views and opinions of osteopathic medical students. SOMA national affiliations with similar groups at other schools provide the largest network for information exchange and interaction available today. Membership in SOMA brings many benefits including free subscriptions to Student Doctor and Medical Student and discount prices on diagnostic equipment, the Preceptorship Program, SOMA scholarships, life insurance programs and more. Locally, SOMA is involved in the school, hospital and citizen communities through various service projects and socials.

Student Osteopathic Surgical Association (SOSA)

The Student Osteopathic Surgical Association (SOSA) welcomes osteopathic medical students interested in surgery or its subspecialties. The SOSA strives to advance the discipline and the knowledge and skills of the individual student with a career interest in surgical fields.

ADMINISTRATION

Bruce D. Dubin, D.O., J.D., FACOI, FCLM

Dean and Chief Academic Officer of the College of Osteopathic Medicine

- B.A., Eastern Michigan University, 1969
- D.O., Kirksville College of Osteopathic Medicine, 1973
- J.D., University of Detroit, 1993

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ROCKY VISTA UNIVERSITY
COLLEGE OF OSTEOPATHIC MEDICINE

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