

Rocky Vista University Doctor of Veterinary Medicine Technical Standards Required for Admission, Matriculation, and Progression

Introduction

Rocky Vista University (RVU) maintains a strong institutional commitment to equal educational opportunities for qualified applicants and students with disabilities. We collaborate with students to develop innovative ways to ensure accessibility and strive to create a respectful, accountable culture through our confidential and specialized disability support. Technical standards are required to engage in the program fully. Students' competency related to learning objectives throughout and pertaining to their level of education will be addressed by the individual program. These technical standards are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum. RVU encourages students with disabilities to disclose and seek accommodations.

Seeking Americans with Disabilities Act (ADA) Accommodations

Prospective and enrolled students seeking accommodations engage in an interactive and confidential process with a Disability Officer to determine reasonable accommodations to ensure equal access. This process is informed by RVU's commitment to inclusive excellence and the knowledge that students with varied types of disability can become successful healthcare professionals. Students are encouraged to submit requests for reasonable accommodations as early as possible, given the time required to process those requests. Accommodations may not be applied retroactively and may not fundamentally alter the nature and objectives of the program. Additionally, accommodations are generally not provided while requests are being reviewed/processed. Therefore, early disclosure is strongly encouraged for those requesting disability-related adjustments or modifications.

If you are an applicant, accepted student, or enrolled student with a disability who may require accommodations, we encourage you to contact the Office of Disability Services via ADAaccommodations@rvu.edu. Additional information regarding disability resources at RVU is available on our [website](#).

Fulfilling Technical Standards

RVU approaches technical standards and accommodations on a non-discriminatory basis that is consistent with our values of equity and inclusion. This approach is also in accordance with legal requirements as outlined in the Americans with Disabilities Act of 1990, the Americans with Disabilities Act, as amended, and the Rehabilitation Act of 1973, as amended. To matriculate and remain in an RVU educational program, the specific program's technical standards (delineated below) must be met with or without reasonable accommodations (i.e., students who have and students who do not have accommodations must meet all applicable technical standards). Students must be able to participate in all required activities necessary to meet the educational objectives of each course and of the collective program. While enrolled at RVU, fulfilling the technical standards does not guarantee that an applicant, student, or graduate will be able to fulfill the technical requirements of any specific residency program, employment, future training programs, or other pursued opportunities.

RVUCVM Technical Standards

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Immunizations

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

Observation:

Students should be able to directly obtain information from demonstrations and procedures in pre-clinical and clinical coursework. Students should be able to assess a patient and evaluate findings accurately, detect changes in patient behavior, physical and mental status to provide appropriate veterinary care. These skills require the use of vision, hearing, and touch or the functional equivalent.

Communication:

Students should be able to communicate with clients and all members of the health care team, to establish effective professional relationships in order to elicit and provide information. Students should be able to communicate effectively and sensitively, both in person and in writing.

Motor:

Students should, after a reasonable period of time, possess the capacity to directly perform physical examinations, and preventative, diagnostic, medical, surgical, and emergency procedures. Such actions require some coordination of both gross and fine muscular movements, balance, and equilibrium.

Intellectual, Conceptual, Integrative, and Quantitative:

Students should be able to comprehend, retain, and apply detailed and complex information and engage in problem-solving in both the pre-clinical and clinical coursework. Students are expected to possess the ability to accurately measure, calculate, reason, analyze, synthesize, and communicate information. In addition, after a reasonable amount of instruction, students should be able to comprehend spatial and three-dimensional relationships of structures, for example, the anatomical structure of an animal. And students should also be able to adapt to different learning environments and modalities.

Behavioral and Social Abilities:

Students should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibility's attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with clients, fellow students, faculty, staff, and the entire health care team. They should be able to fully attend the curriculum, which requires active engagement in educational and clinical activities. They should display flexibility and adaptability and function in a fast-paced, changing environment with the uncertainties and stressors inherent in the clinical problems of many of their patients. Students must also be able to receive, comprehend, and act on informal and formal constructive feedback. Compassion, integrity, concern for others, interpersonal skills, professionalism, interest, motivation, punctuality, and consistent attendance are all personal qualities expected during the education process.

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Ethics and Professionalism:

Students should maintain and display ethical and professional behaviors commensurate with the role of a veterinarian in all their interactions with clients, patients, faculty, staff, fellow students, the entire health care team, and the public. After a reasonable period of time, students should also be able to demonstrate realistic self-assessment of knowledge and skills and engage in personal reflective practice to achieve the competencies of the program and of the profession. The student is expected to understand and adhere to the legal and ethical aspects of the practice of veterinary medicine, even if these aspects do not align with personal standards.