



# CUSOM DIRECTORS & COORDINATORS NEWSLETTER

## Dear CUSOM Electives Course Directors & Coordinators,

Welcome to a new Academic Year! We are excited for the Class of 2021 as they graduate and to welcome our new fourth year medical students to phase IV! We are so grateful for all of your flexibility and ongoing commitment to our students that you all have displayed during the pandemic. As vaccination rates continue to climb and the pandemic continues to evolve, we are excited that CU students will be able to do one away rotation during this upcoming year and that CU will be able to accept visiting students again. Furthermore, we are looking forward to the return of in-person learning, even for non-clinical courses and activities.

In this newsletter, you will find details about away rotations, visiting students, in-person learning, updates about new staff, instructions for how faculty should be using MS4 documentation and more information about opportunities to be involved with teaching and developing courses for the new Trek curriculum (the Class of 2025 starts the first year of the Trek curriculum in July 2021).

**The Class of 2022 starts phase IV in the first week of June. Since May 31, is Memorial Day, students will actually start their first block of phase IV courses on TUESDAY, JUNE 1st with you (please see the link “2021/2022 Academic Calendars” at the bottom of the newsletter to see the specific calendar blocks for the 2021-2022 phase IV calendar).**

Thanks for your ongoing commitment to educating our medical students!

### IMPORTANT UPDATE:

1. Plains Elective Proposals Due June 1, 2021.
2. Phase IV First Block Start Date - June 1, 2021
3. Curriculum Reform Updates (see page 9)
4. Phase IV Grades Due May 21, 2021

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# Grade Due Dates

## 2020-2021 Academic Year Final Grade Due Dates

### Class of 2024 - Phase I 2020-2021 Essential Core Final Grade Due Dates

	Start Date	End Date	Due Date
Human Body	Monday, August 10, 2020	Friday, October 9, 2020	Thursday, November 5, 2020
Molecules to Medicine	Monday, October 12, 2020	Friday, November 27, 2020	Wednesday, December 23, 2020
Disease and Defense Blood and Lymph	Monday, November 30, 2020	Friday, February 5, 2021	Thursday, March 4, 2021
Cardiovascular/Pulmonary/Renal	Monday, February 8, 2021	Friday, April 16, 2021	Thursday, May 13, 2021

### Class of 2023 - Phase II 2020-2021 Essential Core Final Grade Due Dates

	Start Date	End Date	Due Date
Nervous System	Monday, August 10, 2020	Monday, October 5, 2020	Monday, November 2, 2020
Digestive, Endocrine, Metabolic Systems	Tuesday, October 6, 2020	Friday, December 11, 2020	Thursday, January 7, 2021
Life Cycle/Infectious Disease	Monday, January 4, 2021	Friday, March 12, 2021	Thursday, April 8, 2021

### Class of 2022 - Phase III 2020-2021 Clinical Core Final Grade Due Dates

	2-weeks (EC, MSK)			LIC, FDC, RT, MSA, ICC		
	Start Date	End Date	Due Date	Start Date	End Date	Due Date
Spring 2020	05/04/20	05/15/20	06/11/20	04/27/20	05/01/20	05/28/20
	05/18/20	05/29/20	06/25/20	05/04/20	06/26/20	07/23/20
	06/01/20	06/12/20	07/09/20	05/04/20	08/21/20	09/17/20
	06/08/20	06/26/20	07/23/20	06/29/20	08/21/20	09/17/20
Summer 2020	06/29/20	07/10/20	08/06/20	08/31/20	10/23/20	11/19/20
	07/13/20	07/24/20	08/20/20	08/31/20	12/18/20	01/14/21
	07/27/20	08/07/20	09/03/20	10/26/20	12/18/20	01/14/21
	08/10/20	08/21/20	09/17/20	01/11/21	01/15/21	02/11/21
Fall 2020	08/31/20	09/11/20	10/08/20	01/18/21	03/12/21	04/08/21
	09/14/20	09/25/20	10/22/20	01/18/21	05/07/21	06/03/21
	09/28/20	10/09/20	11/05/20	05/10/21	05/21/21	06/17/21
	10/12/20	10/23/20	11/19/20			
	10/26/20	11/06/20	12/03/20			
	11/09/20	11/20/20	12/17/20			
	11/23/20	12/04/20	12/31/20			
	12/07/20	12/18/20	01/14/21			
Spring 2021	01/18/21	01/29/21	02/25/21			
	02/01/21	02/12/21	03/11/21			
	02/15/21	02/26/21	03/25/21			
	03/01/21	03/12/21	04/08/21			
	03/15/21	03/26/21	04/22/21			
	03/29/21	04/09/21	05/06/21			
	04/12/21	04/23/21	05/20/21			
	04/26/21	05/07/21	06/03/21			

### Class of 2021 - Phase IV 2020-2021 Assessment & Grade Due Dates

	4-Weeks (PSYCH, OB/GYN, NEURO)				2-weeks		
	Start Date	End Date	Due Date		Start Date	End Date	Due Date
Spring 2020	05/04/20	05/29/20	06/25/20	Spring 2020	05/25/20	06/05/20	07/02/20
	06/01/20	06/26/20	07/23/20		06/08/20	06/19/20	07/16/20
Summer 2020	06/29/20	07/24/20	08/20/20	Summer 2020	06/22/20	07/03/20	07/30/20
	07/27/20	08/21/20	09/17/20		07/06/20	07/17/20	08/13/20
Fall 2020	08/31/20	09/25/20	10/22/20		07/20/20	07/31/20	08/27/20
	09/28/20	10/23/20	11/19/20		08/03/20	08/14/20	09/10/20
	10/26/20	11/20/20	12/17/20		08/17/20	08/28/20	09/24/20
	11/23/20	12/18/20	01/14/21		08/31/20	09/11/20	10/08/20
Spring 2021	01/18/21	02/12/21	03/11/21	Fall 2020	09/14/20	09/25/20	10/22/20
	02/15/21	03/12/21	04/08/21		09/28/20	10/09/20	11/05/20
	03/15/21	04/09/21	05/06/21		10/12/20	10/23/20	11/19/20
	04/12/21	05/07/21	06/03/21		10/26/20	11/06/20	12/03/20
					11/09/20	11/20/20	12/17/20
					11/23/20	12/04/20	12/31/20
					12/07/20	12/18/20	01/14/21
				Spring 2021	01/04/21	01/15/21	02/11/21
					01/18/21	01/29/21	02/25/21
					02/01/21	02/12/21	03/11/21
					02/15/21	02/26/21	03/25/21
					03/15/21	03/26/21	04/22/21
					03/29/21	04/09/21	05/06/21
					04/12/21	04/23/21	05/20/21
					04/26/21	05/07/21	5/21/2021*

	6-Weeks (ICAC)		
	Start Date	End Date	Due Date
Spring 2020	05/04/20	06/12/20	07/09/20
	06/15/20	07/24/20	08/20/20
Summer 2020	07/27/20	09/11/20	10/08/20
Fall 2020	09/14/20	10/23/20	11/19/20
	10/26/20	12/04/20	12/31/20
	12/07/20	02/12/21	03/11/21
Spring 2021	02/15/21	03/26/21	04/22/21
	03/29/21	05/07/21	06/03/21

	8-Weeks (HAC, PERI/OP)		
	Start Date	End Date	Due Date
Spring 2020	05/04/20	06/26/20	07/23/20
Summer 2020	06/29/20	08/21/20	09/17/20
Fall 2020	08/31/20	10/23/20	11/19/20
	10/26/20	12/18/20	01/14/21
Spring 2021	01/18/21	03/05/21	04/01/21
	03/08/21	05/07/21	06/03/21

\*prior to commencement

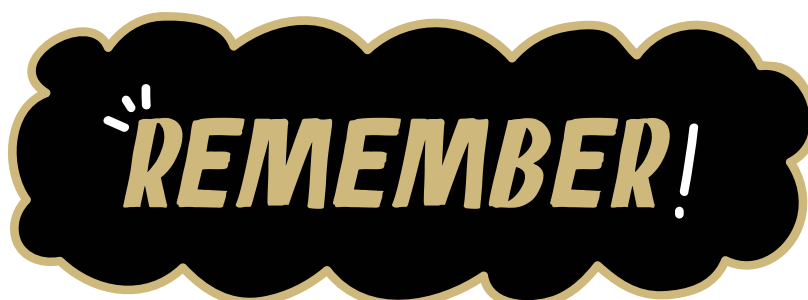
**Graduation is May 28, 2021 - all Phase IV grades are due by May 21, 2021.**



## Medical Student Documentation for Billing To-Do's (each block)



- Remind 4th year students to add their attestation (.MEDSTUDATT) and signature with MS4 credentials as soon as they document in a note.
- Remind residents, fellows and faculty working with 4th year students to:
  - Ensure they are physically present in the patient room with the student and re-perform the PE and medical decision making (MDM) when using MS4 documentation.
  - Verify the inclusion of the MS4 attestation and credentials.
  - Add their attestation (.RESMEDSTUDATT or .TPMEDSTUDATT) to document physical presence, PE/MDM performance and verification of MS4 contributions to the note.
  - Delete the MS4 note if physical presence or verification of PE/MDM not achieved.
- Reference the [CU SOM Gateway site](#) for videos and EPIC tip sheets for UCHHealth/CHCO and use [THIS LINK](#) to open the pdf for DH.
- Questions?
  - Contact [Wendy.Madigosky@cuanschutz.edu](mailto:Wendy.Madigosky@cuanschutz.edu)





## Welcome New Coordinator



### Welcome Jenna Wyrick New Phase III Coordinator



#### Contact Jenna for the following :

- Phase III Clinical Core Courses
  - OASIS
  - Grades
  - PPE Pick Up
  - Duty Hours
- Meetings:
  - CBD Information Meetings
  - LIC Director Meetings
  - Phase III Coordinator Meetings

Contact email:

[jenna.wyrick@cuanschutz.edu](mailto:jenna.wyrick@cuanschutz.edu)

Contact phone number:

620.482.0515

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**Jenna** was born and raised in Kansas and moved to Denver on a whim almost two years ago. She got her B.S. in Sociology at Kansas State University and her M.A. in Anthropology at the University of Kansas. Before joining CUSOM, she led anthropology seminars at the University of Kansas and taught middle school math at Denver Public Schools. Outside of work, Jenna enjoys adding to her plant collection, weight training, baking, and hiking with her partner (Tyler) and dog (Earnest). Her cat (Cosmos) does not partake.

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## SUMMER 2021 ON CAMPUS PROCESS

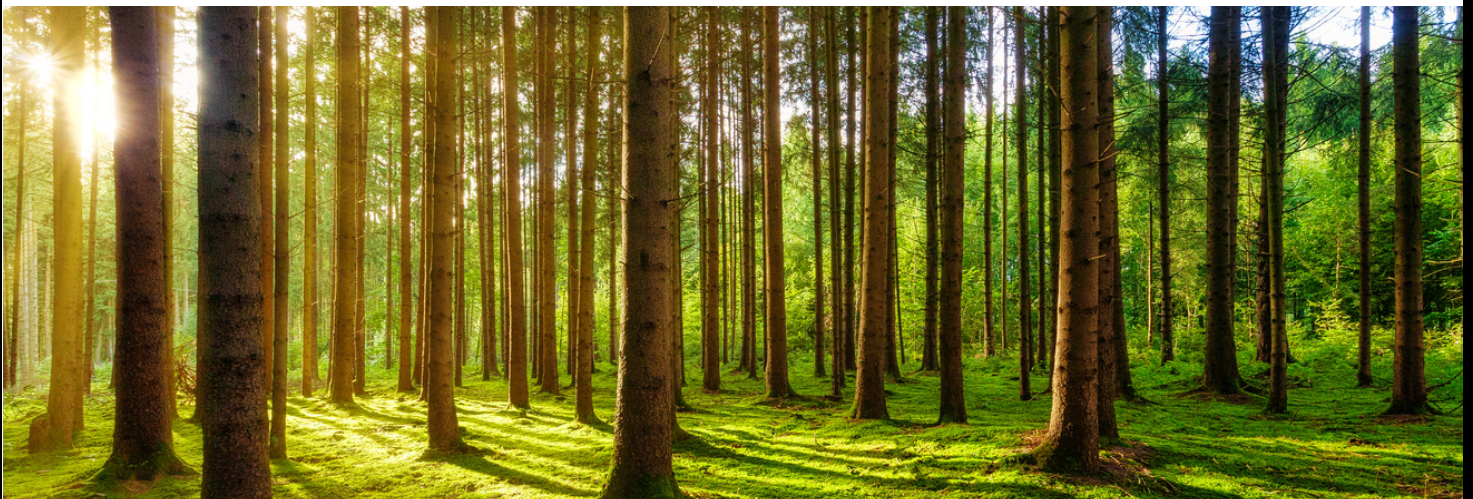


Use [this LINK](#) to review Summer  
2021 On-Campus Process

Summer Semester 2021	Date
Course Room Requests Submitted in EMS and In-Person Learning Applications Due to Academic Reconstitution Team	<b>Deadline: March 15, 2021</b>
Notification of In-Person Learning Application Approval	Week of March 29, 2021
Conflict Resolution/Room Assignment Adjustments	Week of April 5, 2021
Notification of EMS Final Room Assignments	Starting April 12, 2021
Summer Semester Begins*	<b>June 1, 2021</b>
Summer Semester Ends**	<b>August 13, 2021</b>

\*Earliest approximate start date for various schools of study at CU Anschutz Medical Campus

\*\*Approximate end date for semester







## Away Rotation Updates

Course Directors:

Thanks again for your flexibility with the changing national guidelines around accepting visiting students. We wanted to provide a couple quick additional clarifications below:

1. CU students have priority at CU. Please make sure CU students have been enrolled into your course before filling additional spots with visiting students. Do not bump CU students out of your courses to make room for visiting students.
2. Additionally, we have published in VSAS and on our Website that applicants should not submit applications before April 15th. We strongly encourage you to check the application submission dates on your applications as we do not want students who followed the national guidelines (and our posted directions) to feel that they could have been negatively impacted by not applying before the 15th as the glitch in VSAS allowed some applications to make it into our queue early.

Please let us know what additional questions or concerns you may have! As a reminder, we still will not be sending out official VSAS offers until the week of May 3rd.

You can submit your preferences to [SOM.VisitingStudents@ucdenver.edu](mailto:SOM.VisitingStudents@ucdenver.edu) before May 1st, but we will be following national guidelines and not processing VSAS invites until the week of May 3rd.

Happy reviewing!





## Away Rotation Updates

**Dear Course Leadership, Specialty Advisors, students, and concerned faculty,**

On April 14 (one minute ago), the Coalition for Physician Accountability released an update to its Jan. 25 recommendations on medical student away rotations in the 2021-22 academic year. The recommendations are an update to earlier guidance published on May 11, 2020 which change the suggested dates for away rotations.

### What does this mean for us?

#### For our students:

We will allow CU students to do **a single away** rotation in one specialty starting June 28th at the earliest. (exception for required military rotations) Students, this means you can move your schedule and apply for away rotations earlier. It also increases the number of away rotations spots nationwide, doubling or tripling the number.

OSL will be able to start uploading the “required by home institution” documents to VSAS (ie: Transcripts, Letters of Recommendation, Letters of Good Standing, etc.) on Thursday. This is a time-intensive process that would normally be completed over many weeks and we expect that the VSAS system will be under a lot of strain as other schools around the country attempt to quickly upload documents.

**We plan to have all documents uploaded by noon on Monday, April 19th, if not sooner.** If you are still seeing that a “home institution” document or requirement is not filled in after that point, let us know at [SOM.Schedule@ucdenver.edu](mailto:SOM.Schedule@ucdenver.edu).

#### For visiting students coming here:

We will allow visiting students to come to CU programs starting July 26th and are only allowed to do one rotation as well. We will need you (faculty running away rotations) to send an email to Laleri at [SOM.VisitingStudents@ucdenver.edu](mailto:SOM.VisitingStudents@ucdenver.edu) to confirm if you will be offering your course(s) will accept visiting students for the July 26th block so we can update VSAS accordingly. **Please confirm by Friday, April 16th.**

Please let us know if you have any questions or concerns.







# IN-PERSON ACADEMIC COURSES FALL 2021

## OVERVIEW

**Students returning for in-person academic courses is the first priority for the fall 2021 term**

### Fall Academic Courses will plan\* for:

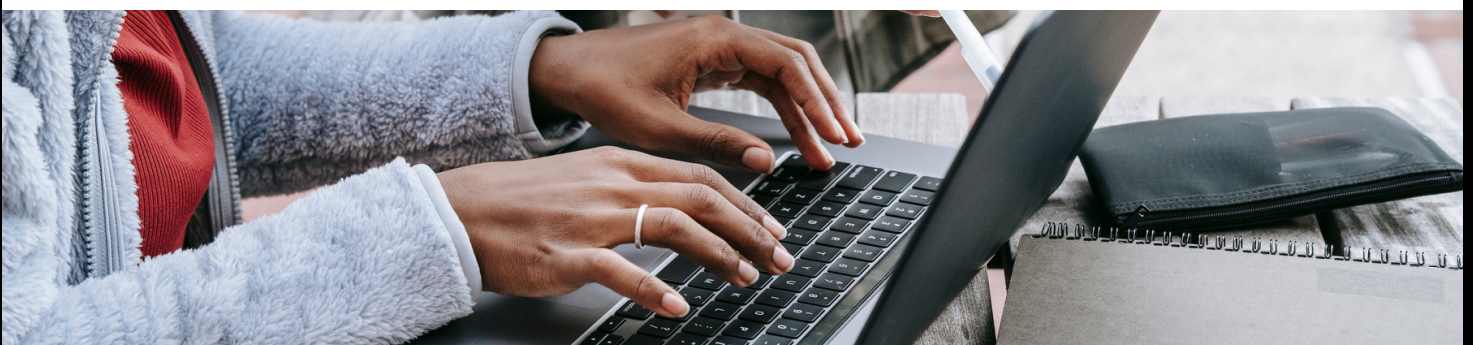
- An in-person, phased return that is based on the natural academic year (fall) start dates for the different programs
- Rooms returning to full capacity beginning with certain courses in the summer, assuming that physical distancing is no longer required
- Mask-wearing indoors
- The In-Person Learning Application process will not be required for fall academic activities
- Buildings will not be open and will continue to require badge access; all students must badge into buildings so that contact tracing can be conducted if necessary
- Programs must continue to submit building access rosters
- All students, staff and faculty must attest to their health daily: [covidcheckpoint.cuanschutz.edu](https://covidcheckpoint.cuanschutz.edu)
- Self-reporting will be required if an individual is sick

### \*Please note:

- Schools will need to follow current campus policy at the time of their return
- Access to campus in-person learning is subject to change based on the condition of the pandemic
- Vaccinations may be required to return to campus

### Fall Events, Meetings, and Non-academic Activities:

- Students returning for in-person degree-granting courses or academic activities is the first priority for the fall 2021 term
- Common and departmental conference space will continue to be prioritized for academic courses until these room assignments are completed
- EMS will not open for non-academic room requests until after academic room assignments have been completed by the end of June
- There is no guarantee that there will be space to accommodate all non-academic room requests and having a back-up plan or date flexibility is highly recommended
- Separate information will be sent regarding the scheduling of non-academic activities





# IN-PERSON ACADEMIC COURSES - FALL 2021

## SUBMIT ROOM REQUESTS IN EMS

Requesting space in EMS will be possible beginning on **May 3<sup>rd</sup>**.

### 1. Use Full Room Capacities

Full room capacities are reflected in EMS.

### 2. Cleaning

Courses will be scheduled back-to-back (as in former terms) without space for cleaning in-between reservations.

- Students may be required to wipe down their space with cleaning supplies provided in the room before leaving.

### 3. Follow Room Request Parameters

Submit one EMS reservation (whenever possible) for the course.

- Instructions for submitting reservations with multiple patterned or random dates are located [here](#).

Proprietary academic spaces must be utilized whenever possible, and then accommodated in common, shared classrooms.

- If a program has proprietary space (such as skills labs, simulation labs, or proprietary classrooms), these areas should be utilized as much as possible prior to requesting additional classrooms.

EMS room requests for academic courses are identified by including the course prefix and ID in the EMS reservation name and selecting the event type of core course or elective course.

- For example, event name: *IDPT 5001 Human Body* and event type: *core course*

### 4. Submit EMS requests by the deadline

EMS academic course room requests must be submitted by **June 1<sup>st</sup>**.

## APPROVAL

- EMS room confirmation emails will be sent the week of June 21<sup>st</sup>
- In-person learning applications and review by the Academic Reconstitution Team will not be required

## OTHER STEPS

- To return to campus or participate in in-person learning activities, everyone must complete online Skillsoft training [CU: COVID-19 Return to Campus - CU Denver | Anschutz](#)
  - Also accessible by going to <https://passport.ucdenver.edu/> → UCDAccess → Skillsoft
- Instructions for submitting access rosters will be provided in the EMS room confirmation email

### DEADLINES

Fall Semester 2021	Date
Degree-granting Course and Academic Room Requests Submitted in EMS	Deadline: June 1, 2021
TSS Completes Room Assignments	June 1 – 11, 2021
Conflict Resolution	Week of June 14, 2021
Notification of EMS Room Assignments	Week of June 21, 2021
Room Assignment Adjustments (if needed)	Week of June 28, 2021
Fall Semester Begins*	August 16, 2021
Fall Semester Ends**	December 17, 2021

\*Earliest approximate start date for various schools of study at CU Anschutz Medical Campus

\*\*Approximate end date for semester



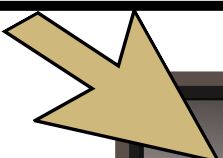
## Plains Electives Course Proposals

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### **Electives for MS1s in the preclerkship, or Plains, phase of the Trek Curriculum:**

We are excited to announce a call for Course Proposals for Plains (1st year) Electives in the new Trek medical student curriculum. For the purposes of electives, the Plains year is divided into three, 12-week trimesters in which students can complete one elective per trimester. Following the completion of their first Trek curriculum unit and first set of tests, students who are in good standing will have the opportunity to complete one elective per trimester. Electives time is capped at 2 hours total (including both in-class and out-of-class, or prep, time) per week. Course proposal are being accepted now through **June 1, 2021.**

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**For more info about  
Trek Plains electives &  
to access the course  
proposal portal, click here**







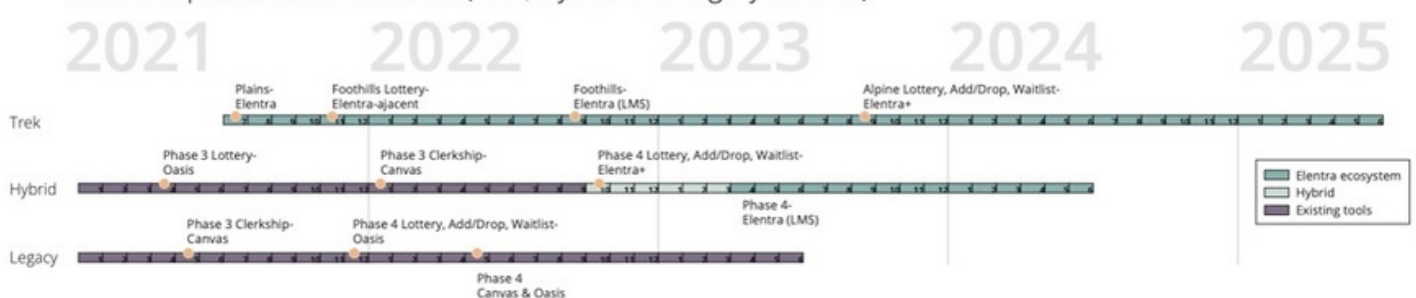
## Changes in the North Star Implementation

- North Star is the new Learning Management System for CUSOM
  - Use [THIS LINK](#) to learn more about North Star.
- There have been some changes in the North Star Implementation process that resulted in revisiting bringing the AY2022-23 Phase IV electives and AIs into North Star.
  - The Legacy students (class of 2023) will finish out the curriculum in our Legacy systems (Oasis, Canvas, etc.).
  - Please see image below.



### Curriculum Reform

Elentra Implementation Timeline (Trek, Hybrid and Legacy cohorts)





## Teaching opportunities

### **Lecture in the first year curriculum**

We seek interactive lecturers on topics of the basic medical sciences. Course directors will contact you about specific lecture dates and times. Each interactive lecture is 50 minutes and may be team taught.

### **Lab teaching in the first year**

Our curriculum includes laboratory sessions in the basic medical sciences including pathology. These sessions typically run for 2-4 hours in an afternoon. Course directors will contact you about specific lecture dates and times.

### **Preceptorship**

First year medical students need to practice their clinical skills and learn health systems science in the inpatient and outpatient clinical settings. We are seeking volunteer preceptors to host students in clinical sessions. The time commitment is 10 required half-day sessions with the student you are matched with. These sessions are dispersed over the year (4 in the fall, 4 in the spring, and 2 in the summer).

### **Clinical Skills Teaching**

Classroom and simulation based teaching during the first year and later clinical years is available for interested faculty and residents. Most instruction occurs in small groups and sometimes includes standardized patient interviews and exam sessions. Topics include communication, physical exam and clinical reasoning. Training is provided for teachers and each session typically runs for ½ day. Teachers may sign up for multiple sessions throughout the year.

### **Communications Coaching**

Small group and individual communications, interviewing, history taking sessions are facilitated by individual faculty or faculty pairs. Facilitator training will be provided. Both foundational and advanced coaching opportunities are available. Faculty with communications experience needed, including those with expertise in social work, motivational interviewing, psychology. Training is provided for teachers and each session typically runs for ½ day. Teachers may sign up for multiple sessions throughout the year.

### **Co-teaching small groups Health and Society**

This health systems science curriculum includes small group sessions most Wednesday afternoons during the first year of medical school wherein groups of 8-10 students meet with one facilitator for 30 sessions that each last 2 hours. Cases are designed to improve skills in clinical reasoning, communication of medical information, self-directed learning and research strategies to answer clinical questions. Groups also discuss how ethics, professionalism, cultural differences, and medical systems affect the care delivered to patients. We seek facilitators who are willing to join current small group teachers in sessions of specialty or content interest. Interested faculty will receive just in time faculty development for the upcoming sessions and may sign up for one or multiple sessions throughout the year.

### **Co-teaching basic science small groups**

All of our first year courses will include small group sessions in areas of the basic medical sciences. Many of these will be case based. We seek basic scientists, graduate students and clinicians to co-facilitate these small group sessions. Just in time faculty, development will be provided. Time commitment may be as little as 2 hours. Training is provided for teachers and may sign up for multiple sessions throughout the year.





## Teaching Opportunities

### **Campus-wide Interprofessional Education**

Interprofessional Healthcare Ethics/Health Equity (IPHE) in the Fall semester, and Interprofessional Collaborative Practice (IPCP) in the Spring semester are required courses for all first-year students in the schools of dental medicine, medicine, nursing, pharmacy, physical therapy, and physician assistant programs on campus. IPHE faculty facilitate interprofessional learning in teams through discussions, clinical cases, and debates. IPCP faculty coach interprofessional teams to develop essential communication skills and processes for teaming simultaneously and sequentially (i.e. handoffs). Teams will use individual and team feedback to promote collaborative practice improvement.

### **Mentored Scholarly Activity (MSA) Faculty.**

All CUSOM students are required to complete a longitudinal scholarly project with a faculty mentor. The goal of the MSA curriculum is to foster self-directed, life-long learning and scholarship over the course of the medical student's career. The MSA requires students to identify and work with a mentor to complete scholarly projects in disciplines ranging from the basic sciences to clinical research to public health to education evaluations to the humanities. The MSA experiences also prepare students for working with mentors later in their careers and serving as mentors to others in the medical profession.

### **Teaching clinically in the LICs**

All CU medical students will participate in Longitudinal Integrated Clerkships (LICs) during their second year in the Trek curriculum. LICs match students with longitudinal faculty preceptors in each of the core specialties (internal medicine, family medicine, pediatrics, surgery, obstetrics & gynecology, psychiatry and emergency medicine) with whom they work with repeatedly over the course of the entire clerkship year. Clinical faculty are needed to teach in this model working with students approximately one half day per week.

### **Advanced clinical skills coaching**

For students in clinical rotations, advanced clinical skills coaching and remediation is sometimes required. Clinical faculty will work one on one with students to improve clinical skills including oral presentations, clinical reasoning and advanced physical exam. Clerkship directors will contact faculty for ad hoc work with individual students.

### **Admissions committee members and interviewers.**

Interviewers are needed for the admissions process including group and one on one interviews.

### **Research Day Judges needed**

Annually, faculty judges from all disciplines are needed to provide detailed feedback to student research presentations, including basic, clinical, educational and other health systems sciences.

### **Science consultations**

In the Trek curriculum, basic sciences are integrated throughout the four years of medical school. During the clinical years, we seek faculty from basic sciences to serve as scientific consultants as students revisit science in the setting of clinical care.

Examples of required effort would be review of relevant literature with the student and discussion of implications of novel discoveries on clinical medicine. Please note area of greatest interest/expertise.



## Teaching Opportunities

### **Train the Trainer**

Faculty development sessions in areas of expertise, ie what would you be good at teaching your peers to teach. This can include educational topics such as feedback, mentorship, direct observation or clinical and scientific expertise, including preparation for basic science small group sessions.

### **Advanced Clinical Expertise**

We welcome faculty with interest in sharing patient interviews with students to volunteer to discuss specialized topics with the class. Examples include interviewing a patient in front of the class or facilitating a panel in your area of expertise. Course directors will contact you directly for particular sessions.

### **Facilitator for Clinical Ultrasound Skills**

Small groups of students will learn focused Clinical Ultrasound exams during Plains. Facilitators will help guide the students through the Clinical Ultrasound exams and answer questions. Facilitators should be comfortable with performing and interpreting Clinical Ultrasound Exams. Sessions will be focused and facilitators are not required to be knowledgeable in all exams. Ie, Cardiovascular or Abdomen focused sessions. Each session is typically four hours in length and Facilitators may sign up for one or several throughout the year.

### **DAWN Clinic Preceptor (All years)**

DAWN clinic is an interprofessional student run free clinic in Original Aurora dedicated to Aurora's uninsured population. The primary medical clinic runs on Tuesday evenings and combines medical providers, physical therapy, pharmacy, nursing, dental, and behavioral health along with 40-50 students each week. Family medicine preceptors are GREATLY needed and free medical liability insurance is available.

### **Hidden Curriculum Small Group Facilitator**

Description: Series of small group sessions with a set group of clinical students who meet to reflect upon both the positive and negative things they are learning during their clinical experiences that are not a formal part of the curriculum. The purpose of these sessions is to inspire students as well as to provide a safe environment for sharing & reflection about their clinical clerkship experience

**[Sign up for a teaching or mentoring opportunity here](#)**







# Resource Links

- MS Oasis Users' Group - Use this **[LINK](#)** to access training documents created for Coordinators and Directors.
- Phase IV Website (update is in progress) - Use this **[LINK](#)** to access the Phase IV website.
- To view all 2021/2022 Academic Calendars - use this **[LINK](#)**.
- Visiting Students Policies - Use this **[LINK](#)**.
- Objectives and Goals - Use this **[LINK](#)**.
- Plains Course Proposals - Use this **[LINK](#)**.
- Curriculum Reform Website - Use this **[LINK](#)**.
- Teaching Sign-Up - Use this **[LINK](#)**.



## Contact Information



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