

University Minimum Abilities for Eligibility to Participate Successfully in Educational Programs and Activities

The following abilities are needed by all students in the university. While admission decisions do not take disabilities into consideration, nor are applicants invited to disclose a disability, all persons interested in entering a health profession education program should be aware of minimum abilities required for success.

- Ability to make proper assessments and lawful judgments regarding health care.
- Ability to prioritize and carry out interventions.
- Ability to adapt to a variety of patient/client situations, including crises.
- Ability to communicate effectively.
- Ability to obtain, interpret, and document data.
- Ability to measure outcomes of patient care.
- Ability to participate in discussion in the classroom, in the clinical arena, and with colleagues/ patients/clients/the public.
- Ability to acquire information developed through classroom instruction, clinical experiences, independent learning, and consultation.
- Ability to complete reading assignments and to search and evaluate literature.
- Ability to complete written assignments and maintain written records.
- Ability to solve problems.
- Ability to perform duties while under stress.
- Ability to meet deadlines, to manage time.
- Ability to complete computer-based assignments, and use the computer for searching, recording, storing, and retrieving information.
- Ability to complete assessment examinations.

These abilities may be accomplished through direct student response, through use of prosthetic devices, or through personal assistance (e.g. readers, signers, notetakers, etc.). The responsibility for the purchase of prosthetic devices serving a student in meeting the above required abilities remains with the student and/or the agency supporting the student. The university will assist with providing notetakers, readers, signers, and other attending services.

Upon admission, a student who discloses a disability (with certification) is assured of reasonable accommodation. These accommodations include: opportunities for individual and group counseling; peer counseling; linkages with community services; faculty advisory committees that are aware of disabled students and their needs; career counseling; assistance with job searches and interview skills; and, of course, the more familiar accommodations of extended test-taking time, and other enabling services. Students seeking accommodation initiate their request in the office of the dean of the college in which they have matriculated.