Technical Standards for Admission and Continued Enrollment Policy

**Policy**

All candidates (applicants and enrolled students) for the Doctor of Medicine degree must possess the physical and mental skills and abilities necessary to successfully complete the NYU Grossman Long Island School of Medicine (NYUGLISOM) curriculum. To achieve the optimal educational experience, students are required to participate in all phases of our training program. The study of medicine is not a pure intellectual exercise but rather a specific set of minimum physical, mental, emotional, social abilities and professionalism that are needed to be a successful student and physician. To successfully complete our medical school curriculum, students must possess all of the abilities and characteristics listed in the following six categories:

- behavioral and social attributes
- communication
- ethics and professionalism
- intellectual-conceptual, integrative, and quantitative abilities
- motor
- observation

These abilities and characteristics are defined as ‘technical standards’ that, in conjunction with academic standards established by the faculty, are requirements for admission, promotion, and graduation.

The NYUGLISOM will consider for admission any applicant who meets its academic and non-academic criteria and who demonstrates the ability to perform the skills listed in this document, with or without reasonable accommodations, consistent with the Americans with Disabilities Act and the Rehabilitation Act. An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or if it poses an undue administrative or financial burden. The skills necessary to establish patient safety may require pre-requisite abilities. An avowed intention to practice only a narrow part of clinical medicine does not alter the requirement that all students demonstrate full competence in the entire curriculum.

Candidates who have questions regarding their ability to meet the school’s technical standards should contact the Associate Dean for Admissions (applicants). Enrolled students who believe they may need to request reasonable accommodation(s) in order to meet the standards should contact the Associate Dean for Students and, then, the Moses Center for Student Accessibility. NYU's Moses Center for Student Accessibility (CSA) provides services for undergraduate and graduate students with hearing and visual, mobility, learning and attention, chronic illness, psychological and temporary needs. Learn more about CSA services at nyu.edu/csa.
Performance Requirements

Behavioral and Social Attributes
Candidates must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. They must accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities attendant to the diagnosis and care of patients.

Candidates must be able to work effectively, respectfully, and professionally as part of the healthcare team, and to interact with patients, their families, and healthcare personnel in a courteous, professional, and respectful manner. They must be able to tolerate physically taxing workloads and long work hours, to function effectively under stress, and to display flexibility and adaptability to changing environments. Candidates must be able to contribute to a collaborative, constructive learning environment, accept constructive feedback from others, and take personal responsibility for their actions.

Communication
Candidates must be able to communicate effectively, both orally and in writing, and efficiently speak, write, hear, read and use technology to communicate with patients, families and members of the health care team.

Candidates must be able to identify non-verbal communication, such as changes in facial expression, posture, body language, mood and activity. They must have the capacity for comfortable verbal and non-verbal communication and the interpersonal skills to enable effective caregiving of patients and collaboration within a multidisciplinary team.

Ethics and Professionalism
Candidates must care for all individuals in a respectful and effective manner regardless of gender, age, race, sexual orientation, religion, or any other protected status identified by the University’s Non-Discrimination Policy. They must maintain ethical and moral behavior consistent with professional standards for interactions with students, faculty, staff, patients and the public. They must understand the legal and ethical aspects of the practice of medicine and function within both the law and ethical standards of the medical profession. Professionalism, compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all qualities that are expected throughout the educational processes.

Intellectual – Conceptual, Integrative, and Quantitative Abilities
Candidates must have sufficient cognitive abilities to effectively learn, retrieve, assimilate, analyze, sequence and organize complex details. Candidates must be able to adapt to multiple learning techniques and environments including, but not limited to, classroom instruction, small group instruction, team and collaborative activities, individual study, preparation and presentation of reports, self-assessment, peer review, and use of computer technology.

Motor
Candidates’ motor and sensory functions must be sufficient to diagnose and deliver effective patient care by consistently, quickly, and accurately integrating all data gathered through whatever sense(s) employed.
Candidates must be able to respond in emergency situations to provide the level of care reasonably required of physicians. Candidates must adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other clinical activities.

**Observation**
Candidates must be able to observe required demonstrations and experiments including, but not limited to, anatomic dissection, microscopic studies, and patient demonstrations. They must be able to assess patients and evaluate findings accurately. These skills require the use of vision, hearing, and touch or the functional equivalent thereof.

**Equal Access to the NYUGLISOM Medical Program**
The NYUGLISOM provides reasonable accommodations for all qualified individuals with disabilities who apply for admission to the MD degree program and who are enrolled as medical students. Otherwise qualified individuals will not be excluded from admission or participation in the NYUGLISOM's educational programs and activities based solely on their status as a person with a disability.

Should, despite reasonable accommodation (whether the student chooses to use the accommodation or not), an applicant or student’s existing or acquired disability interfere with patient or peer safety, or otherwise impede the ability to complete the NYUGLISOM medical program and advance to graduation, residency, training, or licensure, the candidate may be denied admission or may be dismissed from the program.

It is the responsibility of a candidate with a disability, or a candidate who develops a disability, who requires accommodations to meet these technical standards to self-disclose to the Associate Dean for Admissions (applicants) or the Associate Dean for Students and the Moses Center for Student Accessibility to request accommodations (enrolled students). Students must provide documentation of the disability and the specific functional limitations during the registration process with the Moses Center for Student Accessibility. Students who fail to register with Moses Center for Student Accessibility or who fail to provide necessary documentation shall not be considered to be claiming or receiving accommodations under the federal or state disability laws. Students are held to their performance, with or without accommodation. No student will be assumed to have a disability based on poor performance alone. Accommodations are not applied retroactively, and a disability-related explanation will not negate poor performance. While the Dean’s Office works in consultation with Moses Center for Student Accessibility to determine and coordinate approved accommodations, disability documentation remains confidential.

**Procedure**
1. All students entering and continuing in the NYUGLISOM must attest that they meet all of the ‘Technical Standards,’ with reasonable accommodation, if necessary. Students attest, at a minimum, yearly at the beginning of each Phase of training. Adherence to yearly attestations is monitored by the Office of Medical Education.
2. Students must re-attest that they continue to meet the Standards before returning from any Leave of Absence. Adherence to these attestations is monitored by the Office of Medical Education.
3. If at any point during a student’s enrollment, the student’s ability to meet these Standards is compromised, it is the student’s responsibility to report this change to the Associate Dean for Students.
4. Students who require an accommodation at any time throughout their enrollment with the NYUGLISOM must notify the Associate Dean for Students and seek an accommodation Letter from the Moses Center for Student Accessibility (CSA). Students receiving accommodation approval from the CSA must submit the notice of approval to the Office of Students. Students who do not notify the Associate Dean for Students and seek accommodations from CSA or do not subsequently provide necessary documentation to the Office of Students may not receive accommodations.

5. Once a student submits their Accommodation Letter to the Office of Students, it will be reviewed. In most cases, the provision of accommodations requires no further action on the part of the student. In some cases, the Deans Office will work with the student to ensure that an approved accommodation is fairly and consistently provided, while also ensuring that the academic program is not fundamentally altered. The student is expected to answer questions from the Office of Students related to the implementation of accommodations.

Approvals
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