ESSENTIAL FUNCTIONS

To qualify for enrollment into, retention in and graduation from academic programs in The Graduate School, an individual must satisfy certain essential functions. Applicants for graduate degrees through The Graduate School must have the use of certain sensory and motor functions to permit them to carry out the activities described in the sections that follow. They must be able to consistently, quickly and accurately integrate all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

A candidate for a degree through The Graduate School must have abilities and skills of five varieties including: observation; communication; motor; conceptual, integrative and quantitative; and behavioral and social. Technological accommodation may be possible to assist with a variety of disabilities and may be permitted for disabilities in certain areas. Under all circumstances, a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary means that a candidate’s judgment must be mediated by someone else’s power of selection and observation, therefore, the use of an intermediary in a research or clinical setting is not permitted.

I. Observation: Applicants and students must have sufficient vision to be able to observe demonstrations, experiments and laboratory or classroom exercises. Those involved in clinical work must be able to observe a patient accurately at a distance and close at hand.

II. Communication: Applicants and students must be able to communicate effectively with mentors, faculty, staff, laboratory personnel, peers and other professionals in the academic community, with patients and the clinical community, with faculty, students, parents, peers, staff and mentors in fieldwork placements, and with mentors, professionals, peers and other key individuals during internships, as appropriate to the academic program. They should be able to hear, but technological accommodation may be possible, and may be permitted, for some disabilities in this area. Applicants and students must be able to read.

III. Motor: Applicants and students should have sufficient motor function such that they are able to execute movements reasonably that are required to perform their teaching, service and/or independent research responsibilities, including the ability to observe and conduct experiments, as appropriate to the academic program. The ability to acquire information from a variety of sources including verbal communications, written documents, films, slides, videos, and other electronic media also is required.

IV. Intellectual, Conceptual, Integrative and Quantitative Abilities: Applicants and students should have the intellectual capacity to meet curricular requirements in a timely fashion. These abilities include measurement, calculation, reasoning, integration, analysis and synthesis of data and information. Problem solving requires all of these intellectual abilities so applicants and students must be able to utilize these skills to solve experimental or
research-related problems effectively. In addition, applicants and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

V. Behavioral and Social Attributes: Applicants and students must possess the emotional stability and ethical fortitude needed to manage the demands associated with the pursuit of professional activities, including the full use of intellectual ability and good judgment to independently, accurately and effectively complete all responsibilities and meet all deadlines. They must be able to develop mature, sensitive, non-judgmental, non-prejudiced and effective relationships with faculty, peers, patients, and other professionals in the academic community. It is essential that applicants and students be able to tolerate physically taxing workloads, to work within a team and to learn to function effectively in the face of uncertainties. Applicants and students must maintain appropriate personal hygiene and appearance. Honesty, compassion, integrity and concern for others are all personal qualities that are essential in students.

The University will, if requested, provide reasonable accommodations to otherwise qualified enrolled students and applicants with disabilities unless: (a) such accommodations impose an undue hardship to the institution, or (b) direct threats of substantial harm to the health and safety of others due to the disability cannot be eliminated by any reasonable accommodations available that would allow the student to perform the essential functions, or (c) such accommodations fundamentally alter the educational program or academic standards. A student whose behavior or performance raises questions concerning his or her ability to fulfill these essential functions may be required to obtain evaluation and/or testing by a health care provider designated by the college, and to provide the results to Student Health Services for the purpose of determining whether the student is fit to pursue the educational program. If the student is deemed fit to pursue the program, the college reserves the right to require actions recommended by the health care provider, including further testing, counseling, monitoring, leave of absence, etc.

The Graduate School’s essential functions are minimum requirements for participation in all graduate programs associated with The Graduate School, as appropriate to the academic program. For example, references to clinical essential functions apply to students in programs with clinical components, laboratory experiments to those that are in programs that involve laboratory experiments, etc. Individual programs may have additional specific standards that also must be met. Please contact your program directly for additional program specific essential function requirements.

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