

Technical Standards for Matriculation, Progression and Graduation

Owner Department: Office of Student Affairs

Owner: Associate Dean of Student Affairs

Affected Department(s) or Parties: All Carle Illinois College of Medicine Candidates

Effective Date: 03-01-2019

Revision Date: 03-03-2021

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Policy Number: AM-6

Carle Illinois College of Medicine (Carle Illinois) seeks to produce highly skilled and compassionate doctors. Students are expected to develop a robust medical knowledge base and their knowledge, and contribute to patient centered decisions across a variety of medical situations and settings. For purposes of this policy, “candidate” means individuals applying for admission, and current medical students who are candidates for retention, promotion and graduation. A candidate for the MD degree at Carle Illinois must demonstrate the ability to acquire Carle Illinois competencies and academic standards, including those Technical Standards in this document and be able to graduate as skilled and effective practitioners of medicine with or without reasonable accommodations.

Carle Illinois Academic Standards should not serve as a deterrent to any candidate with disabilities who decides to pursue education at the Carle Illinois. Candidates with disabilities bring unique perspectives which contribute to the diversity of the Carle Illinois College of Medicine and campus community and will create a diverse health care workforce of culturally competent practitioners who are able to meet the needs of their patients. Candidates with disabilities are encouraged to contact the Division of Disability Resources and Educational Services (DRES) early in the application process to begin a confidential conversation about possible reasonable accommodations candidates may need to meet these standards.

For purposes of this document and related procedures, “reasonable accommodations” means academic adjustments and auxiliary aids that enable students with disabilities to have access to education equivalent to that of their peers which do not fundamentally alter the nature of the educational program. Candidates (similar to all UIUC students) with disabilities should review the DRES policy [and procedures](#) and familiarize themselves with the reasonable accommodations process. Candidates should also review [Carle Illinois accommodation policy](#).

Fulfillment of these technical standards for graduation from medical school does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program. These technical standards are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum.

Equal Access to the School of Medicine's Educational Program

As a part of the University of Illinois, Carle Illinois College of Medicine has adopted the [University of Illinois Urbana-Champaign Non-Discrimination Policy which applies to](#) admissions, employment, and access to and treatment in University programs and activities. In furtherance of Illinois commitment to the principles of equality and equal opportunity, this policy may be invoked by students, applicants, visitors, faculty, staff, employees, and former employees of the University of Illinois Urbana-Champaign. It is the policy of the University not to engage in discrimination or harassment against any person because of race, color, religion, sex, pregnancy, disability, national origin, citizenship status, ancestry, age, order of protection status, genetic information, marital status, sexual orientation, gender identity, arrest record status, unfavorable discharge from the military, or status as a protected veteran and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations.

Carle Illinois is committed to complying with state and federal laws regarding individuals with disabilities, including, but not limited to: Title VI and VII of the Civil Rights Act of 1964, the Americans with Disabilities Act Amendments Act, the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, Title IX of the Education Amendments Act of 1972, the Pregnancy Discrimination Act of 1978, the Uniformed Services Employment and Re-employment Act, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, the Genetic Information Nondiscrimination Act of 2008, and the Illinois Human Rights Act.

CARLE ILLINOIS TECHNICAL STANDARDS

Observation

Candidates must be able to acquire information presented through demonstrations and experiments in the foundational sciences. Candidates must be able to evaluate patients accurately and assess relevant health, behavioral, and medical information. They must be able to obtain and interpret information through a comprehensive assessment of patients, correctly interpret diagnostic representations of patient's physiologic data, and accurately evaluate patients' conditions and responses.

Communication

Candidates must exhibit interpersonal skills to enable effective caregiving of patients, including the ability to effectively communicate with all members of a multidisciplinary health care team, patients, and those supporting patients, in person and in writing. Candidates must be able to clearly and accurately record and interpret verbal and nonverbal communication in English. Candidates must be able to create rapport with faculty members, other members of the health care team, patients, families, and other students from diverse backgrounds.

Clinical Skills

Candidates must perform routine physical examinations, diagnostic maneuvers, and therapeutic maneuvers. Candidates must be able to provide or direct general care and respond to

emergency situations in a timely manner. Candidates must meet safety standards for the environment and follow universal precaution procedures.

Intellectual-Conceptual, Integrative and Cognitive skills

Candidates must effectively interpret, assimilate, and understand complex information required to function within the medical school curriculum. This includes, but is not limited to, the ability to comprehend three-dimensional relationships and understand the spatial relationships of structures; effectively participate in individual, small group, and lecture learning modalities in the classroom, clinical and community settings; participate, collaborate, and contribute as a part of a team; synthesize information both in person and via remote technology; interpret causal connections and make accurate fact-based conclusions based on available data and information; formulate a hypothesis and investigate potential answers and outcomes and reach appropriate and accurate conclusions.

Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize and transmit information by multiple mechanisms. They must recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem-solving in a variety of settings.

Behavioral Attributes, Social Skills and Professional Expectations

Candidates must exercise good judgment, promptly complete all responsibilities related to the diagnosis and treatment of patients, and develop mature, sensitive and effective relationships with patients. Candidates must possess skills including the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility and learn to function with uncertainties that are inherent in the clinical management of patients. Candidates are expected to exhibit professionalism, personal accountability, compassion, integrity, and interpersonal skills including the ability to accept and apply critical feedback. Candidates are expected to respect individual boundaries and care for all patients effectively and respectfully regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Candidates must also be able to interact with patients' families or caregivers, and health care personnel with professionalism. Candidates must function within the legal and ethical aspects of the medical profession and maintain and display ethical and moral behaviors commensurate with the role of a physician in all interactions with patients, faculty, staff, students and the public.

Governing Body: Curriculum Oversight Committee History:

Created: June 7, 2017

Revised: May 20, 2020

Revised: March 3, 2021

Approved By/Date:

Curriculum Oversight Committee, June 7, 2017

Faculty Executive Committee, August 15, 2017

Curriculum Oversight Committee, May 20, 2020

Curriculum Oversight Committee, March 3, 2021