



Northeast Ohio

MEDICAL UNIVERSITY

**Student Accessibility
Services Guidelines and
Procedure Manual**

Approved by: University Student Accessibility Services Committee (previously Disabilities and Accommodations Committee), July 2016

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Introduction

Northeast Ohio Medical University (NEOMED or University) embraces diversity and recognizes the value that individuals with disabilities add to the student body and institution. Individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) have successfully completed the curriculums that are offered through the colleges at NEOMED with the support of reasonable accommodations and are engaged actively in their careers as pharmacists, physicians, and scientists.

NEOMED complies with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and any state and local requirements regarding persons with disabilities. Under these laws, no otherwise qualified individual with a disability shall be denied access to participation in the programs, services, or activities of the University solely by reason of their disability. The protections under federal law apply to individuals with substantial impairments affecting one or more major life activity (e.g., walking, seeing, speaking, breathing, learning, working, or performing manual tasks), those with records of such impairments, and those who are regarded as having such impairments. The University strictly prohibits any form of retaliation against any student or applicant who requests an accommodation, reports or participates in the investigation of a complaint of discrimination, or otherwise exercises rights secured by these guidelines and procedures.

As NEOMED is enriched by having people with disabilities in its student body and among the faculty and staff, it is important also to understand, and support, the needs, and rights of these individuals. All students will be held to comparable performance standards and must be able to carry out the essential functions of their programs with or without reasonable accommodation. Upon request of students with disabilities, the University will try to provide reasonable accommodations. The University is not required, however, to make accommodations that impose an undue burden, present a direct threat to the health or safety of others, or fundamentally alter the nature or its programs, services, or activities.

Students are encouraged to disclose disabilities and to request accommodations as early as possible in order for the University to have adequate time to provide reasonable accommodations. Students who do not disclose their disability and fail to request an accommodation until they have encountered academic difficulty may jeopardize their chances of successfully completing their chosen program. Accommodations will be considered and granted, as appropriate, on a prospective basis only. Students needing more information regarding the University Student Accessibility Services guidelines or procedures should contact the Accessibility Office in the Learning Center.

Definitions and Terms

Applicant

Any student admitted to the University and pursuing accommodations for a disability by submitting appropriate application materials to the University Student Accessibility Committee.

Disability

According to the Americans with Disabilities Act (ADA), a disability includes any mental or physical impairment that substantially limits one or more major life activities. Learning is a major life activity. When a learning disability makes learning significantly harder, it meets the definition of a mental impairment under the law.

Learning Disabilities

As stated by the Americans with Disabilities Act, a learning disability is a neurologic disorder that causes difficulties in learning that cannot be attributed to poor intelligence, poor motivation, or inadequate teaching. Learning disabilities may occur in the following academic areas:

- Language, both spoken and written (often difficulties with reading, writing, and spelling)
- Arithmetic (difficulty in performing arithmetic functions or in comprehending mathematical concepts)

Mental Impairment

A mental impairment includes any mental or psychological disorder, such as intellectual disabilities (formerly referred to as developmental disabilities), organic brain syndrome, emotional or mental illness, and specific learning disabilities. These impairments may substantially limit one or more major life activities, including learning, thinking, concentrating, and communicating.

Major Life Activities

Major life activities are the kind of activities that you do every day, including your body's own internal processes. Some examples include eating, sleeping, speaking, breathing, walking, standing, lifting, and bending, thinking, and concentrating, seeing, and hearing, working, reading, learning, and communicating as well as the operation of major bodily functions like circulation, reproduction, and individual organs.

Substantially Limits

The term "substantially limits" is interpreted broadly and is not meant to be a demanding standard. But not every condition will meet this standard.

Physical Impairment:

Physical impairment includes any physiological disorder or condition, cosmetic disfigurement, or anatomical loss that affects one or more body systems. These systems include neurological, musculoskeletal, special sense organs (such as vision and hearing), respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic, and lymphatic, skin, and endocrine systems. Such impairments may substantially limit one or more major life activities.

Qualified Student

A student who meets the academic and technical standards (also known as essential functions) required for admission to continued participation in and graduation from the program or activity with or without reasonable accommodation.

Modification

- A modification is a change to policies, procedures, or practices that allow students with disabilities equal opportunity to benefit from the school's programs. Modifying attendance policies for a student with a chronic health condition.
- Allowing a student with a psychiatric disability to reduce course load without losing full-time status or aid eligibility.
- Adjusting deadlines in response to disability-related flare-ups.

Colleges are not required to modify policies if doing so would fundamentally alter the nature of a program or compromise essential academic requirements.

Accommodation

An accommodation is a change in the environment or how things are usually done, which enables a student with a disability to access course content, demonstrate learning and fully participate.

Reasonable Accommodation

A reasonable accommodation is any approved change to the way curriculum is delivered or how student knowledge or proficiency is assessed, intended to ensure that a qualified individual with an approved disability can fully and equally access the benefits and privileges available to all students in the educational setting. These accommodations or modifications are designed to provide equal access and opportunities for participation in the University's academic programs.

An accommodation is considered *reasonable* if it does **not**:

- Fundamentally alters the nature of a course, program, or academic standard.
- Compromise the essential requirements of a course or activity (for example, extended time would not be granted for time-sensitive skills or experiences).
- Compromise the safety of the student, peers, patients, or others.
- Impose an undue hardship on the University.

It is important to note that services of a personal nature, such as individual tutoring or typing assistance, are not considered reasonable accommodations under the ADA for postsecondary institutions.

Temporary Medical Conditions

Temporary medical conditions such as pregnancy, a broken bone, or recovery from surgery are not considered disabilities under the Americans with Disabilities Act (ADA). However, when a temporary condition is verified by an appropriate diagnosing professional, the University will make reasonable efforts to support the student, as appropriate, within the framework of the required curriculum. Students experiencing a temporary medical condition are encouraged to consult with the Accessibility Office to discuss support options.

Discrimination

Not making reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability unless such covered entity can demonstrate that the accommodation would impose an undue hardship.

Undue Hardship

An undue hardship results when an accommodation places a significant administrative or financial burden on the University. Universities must provide reasonable accommodation for qualified individuals with disabilities unless it creates undue hardship. These hardships include the nature and cost of the accommodation in relation to the size, resources, nature, and structure of the University's operation.

University Student Accessibility Services Committee

The University Student Accessibility Services Committee (the "Committee") is a recognized Standing Committee of NEOMED. The Committee serves as the review and approval body for student requests for accommodation based on a disability and in compliance with the ADA and state and local requirements regarding persons with disabilities. The Committee is co-chaired by faculty from the Bitonte College of Dentistry, College of Medicine and College of Pharmacy, at least one of which must have a College of Graduate Studies faculty appointment. Committee members include representatives from the College of Medicine, College of Pharmacy and College of Graduate Studies, and they are supported by representatives from Enrollment Services, Academic Services and Student Affairs.

More detailed information is available in the [University Bylaws, Appendix G](#).

Essential Functions

Bitonte College of Dentistry

Faculty have developed course requirements and activities to provide critical elements of training. It is expected that students will participate in all course activities and must not be subject to any legal conditions that would bar participation (including but not limited to lectures, seminars, laboratories, clinics, physical examinations, patient procedures) and adhere to individual clinical site rules and regulations as well as Bitonte College of Dentistry policies regarding these activities.

A candidate for the D.D.S. degree must be able to demonstrate intellectual-conceptual, integrative, and quantitative abilities; skills in observation, communication, and motor functions; and mature behavioral and social attributes. Technological compensation and/or reasonable accommodation can be made for some disabilities in some of these areas, but a candidate should be able to perform in a reasonably independent manner without a trained intermediary. The use of a trained intermediary means that a candidate's judgment must be mediated by someone else's power of selection and observation.

Purpose

The following Essential Functions describe the non-academic requirements for admission, progression, and graduation from the College of Dentistry program at Northeast Ohio Medical University (NEOMED). The NEOMED College of Dentistry provides this description of the Essential Functions to inform prospective and enrolled students of the skills, expectations, physical abilities, and behavioral characteristics required to successfully complete the requirements of the dental education program at NEOMED and to provide oral health care services. Preparation and training to become a dentist requires each applicant and current student to carefully review, understand, and meet the Essential Functions identified below without or with a reasonable accommodation(s) that does not fundamentally alter the curriculum.

NEOMED embraces diversity and recognizes the value that individuals with disabilities add to the student body and institution and has included disabilities specifically in its diversity statement. As such, the College of Dentistry complies with the requirements of Section 504 of the Rehabilitation Act and the American with Disabilities Act (ADA) of 1990 and will endeavor to make reasonable accommodations for students with disabilities who are otherwise qualified to perform the essential functions of the curriculum. Applicants and students who would like to request accommodations to perform the essential functions should contact Accessibility Services at accommodations@neomed.edu.

A candidate or student, (hereafter referred to as "student") for the Doctor of Dental Surgery (D.D.S.) degree must be able to demonstrate intellectual-conceptual, integrative, and quantitative abilities; skills in observation, communication, motor functions; ethics and professionalism; and mature behavioral and social attributes. While technological compensation, interpreters and/or other reasonable accommodation may be made for some disabilities, a student must be able to perform in a reasonably independent manner using his or her own intellect, judgment, and diagnostic reasoning skills.

Behavioral/Social

General: A student must possess sufficient behavioral, social, and emotional skills and the psychological health required to meet their own needs and the needs of others, the full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients, faculty, staff, and classmates.

Specific:

- Endure physically and emotionally taxing workloads and function effectively under stress to maintain a healthy status.
- Adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of patients.
- Collaborate effectively with others as a member of the team and appropriately delegate responsibilities in the academic and patient care setting.
- Demonstrate compassion, concern, and empathy for others and interrelate with others with honesty, integrity, respect and without discrimination.
- Continuously hone interpersonal skills including the ability to accept criticism and to modify behavior for the purpose of personal and professional growth.

Communication

General: A student must be able to communicate effectively, sensitively, and efficiently with patients, faculty, staff, peers, and all members of the health care team.

Specific:

- Demonstrate sufficient facility with English to elicit, retrieve, and understand verbal and nonverbal information and communicate concepts on written exams and patient records; elicit patient backgrounds; describe patient changes in moods, activity, and posture; and coordinate patient care with all members of the health care team.
- Communicate in lay language so that patients and their families can understand the patient's conditions and, thereby, be more likely to comply with treatment and preventive regimes.
- Observe patients to elicit information, describe verbal and non-verbal changes in mood, activity, and posture, and to develop a health history in a timely manner.
- Establish and maintain a positive and productive therapeutic rapport with patients.

Ethics/Professionalism

General: A student must maintain and advocate for the standards of conduct for ethics and professionalism as set forth in the American Dental Association's Principles of Ethics and Code of Professional Conduct and the NEOMED Expectations of Student Conduct and Professional Behavior, as well as the policies, procedures and protocols as outlined in the NEOMED Compass.

Specific:

- Act in the best interest of the patient and society even when there is a conflict with the student's personal self-interest.
- Conduct oneself as a trustworthy and responsible citizen and act with impeccable integrity in interactions with the public, patients, faculty, staff, and fellow students.

- Care for others in a respectful, non-discriminatory, and effective manner, regardless of race, religion, sex, sexual orientation, age, gender, disability, or any other protected status identified by NEOMED.
- Practice honesty and ethical behavior, take responsibility for one's own behavior, and be open to feedback from academic instructors, clinical instructors, University staff and supervisors.

Intellectual/Executive Functioning

General: A student must be able to develop intellectual, cognitive, conceptual, and executive functions and apply these skills in measurement, reasoning, analysis, synthesis of information, problem solving and critical thinking at the level required of a health care professional.

Specific:

- Critically interpret, assimilate, analyze, and apply information from the didactic, preclinical, and clinical curriculum and apply it to patient care in a timely manner.
- Participate in and learn from diverse teaching modalities including lectures, small group and team-based activities, technology to facilitate learning, question and answer, and presentation.
- Comprehend three-dimensional relationships and understand the spatial relationships of structures.
- Work both independently and in a collaborative and interprofessional group.

Motor

General: Students must possess sufficient motor functions, physical mobility, strength, equilibrium, and coordination required to perform basic and advanced tasks that are required in the didactic, preclinical, laboratory, and clinical settings or essential to providing oral health care to patients.

Specific:

- Possess the motor skills to perform palpation, percussion, auscultation and other diagnostic maneuvers, basic laboratory tests, dental and diagnostic procedures in a timely manner. Such actions require coordination of gross and fine muscular movements, equilibrium, and functional uses of the senses of touch and vision.
- Be certified in and perform basic life support including CPR, transfer, and position patients with disabilities, physically restrain adults and children who lack motor control, and position and reposition himself or herself around the patient and chair in sitting and standing positions for prolonged periods of time.
- Promote and support the ability of coworkers to perform prompt care.
- Operate controls, use high-speed or low-speed dental handpieces for tooth preparation procedures, and use hand instrumentation including scalpels for surgical procedures.
- Provide all aspects of patient care within a timeframe as determined by the faculty to simulate real-time professional dental care and that maintains safety and comfort of the patient in live patient care settings.

Observational/Sensory

General: A student must be able to acquire a predetermined level of required information through demonstrations and experiences in basic and dental sciences courses including didactic, preclinical, laboratory and clinical activities. A student must be able to observe a patient accurately, at a distance

and close up, interpreting nonverbal communications while performing dental operations or administering medications. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by the functional use of the sense of smell.

Specific:

- Observe and assess oral health conditions with acuity.
- Detect subtle changes in radiographic density and normal/abnormal variations in oral soft and hard tissues.
- Observe tissue conditions and changes.
- Distinguish depth and width accurately.
- Acquire information from written documents, microscopic slides, projected images, and video. Such information includes, but is not limited to, information conveyed through 1) physiologic and pharmacological demonstrations in cadavers; 2) microbiological cultures; 3) microscopic images of microorganisms and tissues in normal and pathologic states; and 4) demonstration of techniques using dental models, articulators and manikins, lectures, and seminar presentations.
- Acquire information from written documents, and evaluate information presented as images from paper, films, slides, or video.
- Interpret x-ray and other graphic images and benefit from electronic and other instrumentation that enhances visual, auditory, and somatic sensations needed for examination or treatment.
- Perform dental examinations, simulations, and treatments that require the use of sight, touch, and sound; be able to see fine detail, focus at a variety of distances, and discern differences and variations in color, shape, texture, and depth that are necessary to differentiate normal and abnormal soft and hard tissues.
- Use tactile senses to diagnose directly by palpation and indirectly by sensations transmitted through instruments.
- Possess the visual acuity to read charts, records, radiographs, small print, and handwritten notation, and be able to distinguish depth and width accurately.
- Work efficiently and effectively in a noisy, busy environment and verbally communicate effectively with patients.

College of Medicine

The primary mission of the College of Medicine (COM) is to provide all students with the training to become qualified physicians oriented to the practice of medicine at the community level. As such, faculty are responsible for developing and implementing a medical curriculum designed to educate humane physicians for the highest standards of the practice of medicine.

Preparation and training to become a physician requires each student to understand and to meet the Essential Functions Required for Admission, Continuation and Graduation identified below with or without accommodations. The faculty has developed the course requirements and activities to provide critical elements of physician training. It is expected that students will participate in all course activities (including but not limited to lectures, seminars, laboratories, clinics, physical examinations, patient procedures) and adhere to individual hospital rules and regulations as well as COM policies regarding these activities. Learning is based on active student participation rather than simple observation and/or note taking.

A candidate for the Doctor of Medicine degree must be able to demonstrate intellectual- conceptual, integrative, and quantitative abilities; skills in observation, communication, motor functions; and mature behavioral and social attributes. Technological compensation can be made for some disabilities in certain areas, but a candidate should be able to perform in a reasonably independent manner without a trained intermediary. (The use of a trained intermediary means that a candidate's judgment must be mediated by someone else's power of selection and observation.)

Observation

The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe examinations and procedures in the clinical environment and be able to read test results such as electrocardiograms (EKG) and x-rays. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

Communication

A candidate must be able to communicate effectively in English, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. The candidate must be able to communicate effectively with all members of the healthcare team.

Motor

Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers that comprise a complete physical examination. A candidate must be able to perform the basic and advanced clinical procedures that are required of the NEOMED College of Medicine curriculum. A candidate must be able to execute motor activities reasonably required to provide general care, to perform diagnostic procedures and to provide emergency treatment to patients. Examples of emergency treatment and motor functions

reasonably required of physicians include but are not limited to:

- Performing cardiopulmonary resuscitation/basic life support (CPR/BLS) and advanced cardiac life support (ACLS).
- Applying pressure to stop bleeding, administering injections, and starting intravenous lines and administering intravenous medications, making incisions, suturing, and tying knots.
- Performing diagnostic procedures and examinations. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Intellectual-Conceptual, Integrative, and Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes

A candidate must possess the emotional health required for full utilization of intellectual abilities, the exercise of good judgment, the prompt completion of all responsibility's attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Commitment to excellence, service orientation, goal setting skills, academic ability, self-awareness, integrity and interpersonal skills are all personal qualities that are assessed during the admission and education process. Because the nature of medical education is based on a mentoring process, candidates are expected to be able to accept criticism and to respond by appropriate modification of behavior.

College of Pharmacy

The mission of the College of Pharmacy is to develop indispensable leaders who utilize a collaborative approach to advance the profession of pharmacy through exceptional patient-centered care, research, and service. As such, the faculty is responsible for the development and implementation of a pharmacy curriculum designed to educate competent, caring pharmacists with strong communication skills, character, commitment to the community, and dedication to lifelong learning.

Preparation and training to become a pharmacist requires each student to understand and to meet the Essential Functions Required for Admission, Continuation and Graduation identified below with or without accommodations. The faculty has developed the course requirements and activities to provide critical elements of training. It is expected that students will participate in all course activities and must not be subject to any legal conditions that would bar participation (including but not limited to lectures, seminars, laboratories, clinics, physical examinations, patient procedures) and adhere to individual clinical site rules and regulations as well as College of Pharmacy policies regarding these activities.

A candidate for the Doctor of Pharmacy degree must be able to demonstrate intellectual-conceptual, integrative, and quantitative abilities; skills in observation, communication, and motor functions; and mature behavioral and social attributes. Technological compensation can be made for handicaps in some of these areas, but a candidate should be able to perform in a reasonably independent manner without a trained intermediary. A trained intermediary is an individual who might or does mediate a candidate's judgment through his/her power of selection and observation.

Observation

Candidates must be able to read information on a computer screen and observe demonstrations and experiments in the basic sciences, including but not limited to: physiologic and pharmacologic demonstrations, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. Candidates must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by the functional use of the sense of smell. Candidates must remain fully alert and attentive at all times in clinical settings and be able to evaluate patient signs and symptoms for the purpose of triaging patient complaints and monitoring drug therapy.

Communication

Candidates must be able to speak, listen, read, and write in the English language in order to communicate effectively with instructors and peers. They must be able to communicate effectively and sensitively with patients and caregivers, including the ability to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communication. Candidates must be able to instruct patients on the use of drug administration devices (e.g., inhalers) or use of home diagnostic kits. A candidate must be able to communicate effectively with other healthcare practitioners as related to verbal and written recommendations for drug therapy orders

Motor

Candidates should have sufficient motor function to execute all aspects of processing drug orders and compounding of medications; engage in safe and aseptic handling of sterile preparations; and safely and effectively operate appropriate equipment (e.g., microscope, computer keyboard, glucose monitors, peak flow meters). Candidates must be able to perform CPR and engage in basic physical assessment activities including palpation, auscultation, percussion, and other diagnostic maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the sense of touch and vision.

Intellectual-Conceptual, Integrative and Quantitative Abilities

Candidates should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. They must be able to solve problems in a multi-task setting that involves measurement, calculation, reasoning, analysis, synthesis, and evaluation.

Candidates should be able to synthesize knowledge and integrate the relevant aspects of a patient's history, physical findings, and monitoring studies to develop a drug therapy and monitoring plan in a reasonable amount of time.

Behavioral and Social Attributes

Candidates must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the punctual and safe completion of all responsibilities. They must be able to accept appropriate suggestions and criticism and, if necessary, respond by modification. Candidates must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties and in situations of physical and emotional stress.

Candidates must demonstrate ethical behavior and exercise good judgment in the completion of patient care responsibilities. They must possess interpersonal skills that promote mature, sensitive, and effective relationships with patients, including compassion, integrity, motivation, empathy, and concern for others.

College of Graduate Studies

A candidate for the College of Graduate Studies (COGS) must be able to demonstrate skills in observation, communication, motor function; intellectual-conceptual, integrative, and quantitative abilities; and behavioral and social attributes with or without accommodation. Technological compensation and/or reasonable accommodation can be made for some disabilities in some of these areas, but a candidate should be able to perform in a reasonably independent manner.

Observation

A candidate must have sufficient vision and listening to observe effectively in a classroom, laboratory, or experiential setting, depending on the curriculum. Vision (aided or unaided) must be sufficient to allow for processing of information from written materials to include a computer screen, video segments, in-class/laboratory demonstrations, and activities in a clinical or experiential setting.

Communication

A candidate must be able to speak, listen, read, and write in the English language to communicate effectively, with faculty, staff, fellow students, healthcare professionals, and other relevant individuals in a respectful and professional manner. The candidate must be able to perceive nonverbal communication in a variety of educational settings including but not limited to the classroom, laboratory, and experiential setting.

Motor

A candidate must have sufficient motor function so they can access transportation to all academic settings. The candidate must be able to use a computer keyboard in a classroom, laboratory, clinical, or experiential setting. The candidate must be able to respond to alarms and emergency signals and take appropriate actions. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the sense of touch and vision.

Intellectual-Conceptual, Integrative and Quantitative Abilities

A candidate must have the cognitive abilities necessary to master relevant course content at a level deemed appropriate by faculty and professional instructors. These skills can be described as the ability to comprehend, memorize, integrate, and apply program related information. The candidate must be able to problem solve using measurement, calculation, reasoning, analysis, synthesis, and evaluation.

Behavioral and Social Attributes

A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgement, the use of time-management skills, and the prompt completion of all assignments and tasks in a classroom, laboratory, clinical, or experiential setting. In addition, the candidate must be able to maintain mature, sensitive, and effective relationships with faculty, staff, fellow students, healthcare professionals and other relevant individuals under all conditions including highly stressful situations. Commitment to excellence, service orientation, goal setting skills, academic ability, self-awareness, integrity, and interpersonal skills are all personal qualities that are assessed during the education process. The candidate must demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, emotions, biases, current

and past experiences, and consider how these factors affect their thinking, behavior, interactions, and relationships with others. Because the nature of health-related education is based on a mentoring process, candidates are expected to be able to accept constructive feedback and to respond by appropriate modification of behavior.

In addition to the above the following are additional essential functions required of specific programs within the College of Graduate Studies:

Master of Foundation of Medicine (MFM)

- **Observation** - Candidates must be able to observe demonstrations in the basic sciences, including but not limited to such things as dissection of cadavers; interpretation of radiological scans; examination of specimens in anatomy and neuroanatomy laboratories; and analysis of microscopic tissues.
- **Motor** - The candidate must have sufficient gross and fine motor skills to perform cadaveric dissection using medical instruments.

Master of Science in Anesthesia (MMScA)

A candidate should be able to perform in a reasonably independent manner without a trained intermediary. The use of a trained intermediary means that a candidate's judgment must be mediated by someone else's power of selection and observation.

Observation

- A candidate must be able to observe examinations and procedures in the clinical environment and be able to read test results such as electrocardiograms (EKG).
- A candidate must be able to observe a patient accurately at a distance and close at hand.
- A candidate must always remain fully alert and attentive in clinical settings and be able to evaluate patient signs and symptoms for the purpose of triaging patient complaints, monitoring therapeutic measures and treatments, eliciting patient information, describing changes in a patient's mood, activity, posture, and perceive nonverbal communications.

Communication

- A candidate must be able to communicate effectively (in English) with both patients and member of the health care team.
- The candidate must be able to communicate effectively with all members of the healthcare team.

Motor

- A candidate must have sufficient motor function to assess patients using diagnostic maneuvers that comprise a physical examination.
- A candidate must be able to perform the basic and advanced clinical procedures that are the requirements of the program.
- A candidate must be able to execute motor activities required to provide general care, to perform diagnostic procedures and to provide emergency treatment to patients. Examples

of emergency treatment and motor functions include but are not limited to: performing cardiopulmonary resuscitation/basic life support (CPR/BLS) and advanced cardiac life support (ACLS), intubation and administration of oxygen and anesthetic gases, and starting intravenous lines and administering intravenous medications.

Intellectual-Conceptual, Integrative and Quantitative Abilities

- The candidate must be able to synthesize knowledge and integrate the relevant aspects of a patient's history, objective and subjective findings, and surgical procedure to initiate and monitor appropriate anesthesia in a reasonable amount of time.
- The candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationship of structures.

Behavioral and Social Attributes

- The candidate must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties and in situations of physical and emotional stress.
- The candidate must demonstrate ethical behavior and exercise good judgment in the completion of patient care responsibilities.
- The candidate must possess interpersonal skills that promote mature, sensitive, and effective relationships and interactions with patients, including compassion, integrity, motivation, empathy, and concern for others.

Master of Science in Global Health Innovation (MScGH)

A candidate should be able to perform in a reasonably independent manner without a trained intermediary. The use of a trained intermediary means that a candidate's judgment must be mediated by someone else's power of selection and observation.

Observation

- A candidate must be able to observe medical examinations and procedures in a different and sometimes challenging clinical environment.
- A candidate must always remain fully alert and attentive in clinical settings and be ready to accompany the local medical team as they perform their duties.

Communication

- A candidate must be able to communicate effectively, and with sensitivity, in English, especially with non-native English speakers.
- The candidate must be able to communicate effectively and respectfully with all members of the healthcare team, the international hosts, mentors, and patients, even and especially if the students' views and values are not aligned with the local hosts' views and values.

Motor and Environment

- If participating in an international experience, a candidate must have sufficient motor function to participate as an observer in routine medical practice at the international sites.
- If participating in an international experience, a candidate must be physically able to join the international healthcare team during their medical duties as an observer. This includes managing heat and cold exposure in some clinical environments, potentially physically strenuous activities (foot travel to remote clinical sites).

Intellectual-Conceptual, Integrative and Quantitative Abilities

- The candidate must be able to synthesize knowledge and integrate the relevant aspects of a patient's history, social, environmental, and economic findings.
- If participating in an international experience, the candidate must be able to navigate travel and associated challenges such as airplane delays, travel disruptions due to weather or road conditions.

Behavioral and Social Attributes

- The candidate must be able to adapt to changing and different environments, display flexibility, and learn to function in the face of uncertainties and in situations of physical and emotional stress.
- The candidate must demonstrate ethical behavior and exercise good judgment in the completion of patient care responsibilities.
- The candidate must possess interpersonal skills that promote mature, sensitive, and effective relationships with patients, including compassion, integrity, motivation, empathy, and concern for others.

Basic and Translational Biomedicine (BTB) M.S. Innovation Track

Motor

- Candidates must have sufficient motor function to use the tools and accomplish procedures in the Medical Device Innovation Center. These functions include the use of basic hand tools, as well as performing the basic operation and maintenance of 3D Printers, machine tools, and other instrumentation. Examples of motor functions reasonably required of students include but are not limited to:
 - use of tools such as screwdrivers, drills, taps, hammers, etc.
 - cleaning and preparation of 3D printers.
 - use of milling machines, drill presses, bench sanders, lathes, and electric saws.
 - application of adhesives and other joinery devices.
 - use of test and measurement tools and instrumentation.
 - use of solders and soldering tools.
 - working with electrical circuits and wiring.
 - basic upkeep and maintenance of the lab.
 - working with solvents and cleaning agents

Student Rights, Responsibilities and Guidelines

Students with disabilities have the right to:

- Equal access to courses, programs, services, jobs, activities, and facilities available throughout the University.
- Reasonable and appropriate accommodations that are legally mandated, as determined on an individual basis.
- Appropriate confidentiality of all information pertaining to their disability.

Students with disabilities have the responsibility to:

- Meet their college's qualifications and essential technical requirements, with or without reasonable accommodations.
- Meet the requirements of each academic course or clinical experience, with or without reasonable accommodations.
- Provide required documentation of the disability in a timely manner, if accommodations are being requested.
- Follow the University's procedures for obtaining accommodations, academic adjustments, and/or auxiliary aids in a timely manner.
- Discuss accommodations with the Committee and address any of its questions, concerns, or problems that may arise, in a collaborative spirit.

Determination of Eligibility

NEOMED is committed to providing an equal opportunity and challenge for all academically qualified students and does not discriminate on the basis of disability. Accommodations are available to encourage students with disabilities to take full advantage of the University's educational, social, and cultural opportunities.

The Accessibility Office, located in the Learning Center, is responsible for the coordination of programs and services for qualified applicants for admission and enrolled students with disabilities. Determinations of eligibility for services and appropriate accommodations are made by the Committee, with support from Accessibility Specialist during the review of documentation of disability. The primary point of contact in the Learning Center for disability related questions is the Accessibility Specialist. The Accessibility Specialist, as needed, will discuss the student's request for services with the student to aid the student in properly completing all materials necessary for the Committee's review. The Accessibility Specialist may also consult with faculty members, testing services, or other departments in order to best support a student in requesting accommodations.

All accommodation requests will be presented by the Accessibility Specialist to the Committee. If the Committee requires additional information and/or documentation, students will be contacted via email for the requested information. Occasionally, a student may be asked to attend a committee meeting to answer further questions that the Committee may have.

Requesting Accommodations

All students seeking accessibility services from the Accessibility Office must disclose the presence of a disability. In most cases, the student will be asked to submit documentation of disability for review by the Accessibility Specialist prior to submission to the Committee. Upon receipt and review of the documentation, the Accessibility Specialist will schedule an intake appointment with the student to obtain more information or clarify the student's request. Students should provide their contact information with the documentation to facilitate scheduling an appointment. Students may also request a meeting with the Accessibility Specialist should they have questions about the procedures for requesting an accommodation or documentation requirements.

Timeliness of Requests

In general, requests for accommodations take a minimum of two (2) weeks to process. Requests for accommodations for curriculum-related activities that occur outside of the Rootstown Campus, such as clinical accommodations, may take up to six (6) weeks to process. Students are encouraged to submit their request prior to the beginning of the academic year. All accommodations requests must be approved for continuation each academic year by the Committee.

The Learning Center Availability

Staff at the Learning Center are available for consultations by appointment, Monday through Friday, from 8:00 a.m. to 5:00 p.m. Additional hours may be available upon request. To ensure availability and allow adequate time for a consultation, students should email or call-in advance to schedule an appointment.

Procedures for Requesting Accommodations

It is the student's responsibility to disclose a disability and to provide documentation that supports the need for accommodations based on the functional impact of the disability.

The steps to apply for disability-related services are as follows:

- **Step 1:** Review the [University Student Accessibility Services Policy and Procedure Manual](#).
- **Step 2:**
 - Complete the [Student Accessibility Services Intake Form](#) and upload the required supporting [provider form](#).
 - If you would like to submit any other documentation of previously approved accommodations and/or medical documentation you feel would help us to better understand your needs, please use the [Student Accessibility Services Medical Documentation](#) link to upload additional documentation.
- **Step 3:** Medical documentation is required to verify the disability and its functional impact. Documentation should come from a qualified professional familiar with the student's condition. While current treatment providers are preferred, documentation from past evaluations or professionals with relevant expertise will also be considered.

Students may also submit prior IEP or 504 Plans, psychoeducational evaluations, letters from licensed professionals, and documentation of previous accommodations. The Accessibility Office considers all documentation that provides relevant information about the student's condition and functional impact.

What is considered "current" varies and may range from many years for a chronic medical condition to a few months for certain psychological disorders.

Students are responsible for confirming or updating their accommodation needs annually. For permanent disabilities, this does not require resubmitting documentation unless there is a significant change in condition or requested accommodations.

Students with permanent or long-standing disabilities are not required to resubmit medical documentation each academic year unless there is a significant change in their condition or in the nature of the accommodations requested. Approved accommodations remain in effect and can be renewed annually through a confirmation process.

For conditions that are temporary, episodic, or expected to change over time, students may be asked to have their provider complete an updated verification form every two years to ensure that the accommodations remain appropriate and responsive to their current needs.

In rare cases where the existing documentation does not provide sufficient information to determine eligibility or support a specific accommodation, the Accessibility Office may request clarification or additional documentation. However, students will not be asked to undergo new evaluations.

Each academic year, the Accessibility Office will reach out to students to provide them with an opportunity to renew, modify, or update their approved accommodations as needed.

Any costs incurred in obtaining documentation, or any additional information requested from the student's treatment provider, are the responsibility of the student.

Accommodations may be made only after a student submits the appropriate documentation for review. Each request is considered on an individual basis, and any approved accommodations are based on the interactive process, which includes the committee's review of the request, the specific disability, and the documentation provided by the student in support of the request.

All documentation regarding accommodations is collected through NEOMED's Maxient Portal Links, insuring an elevated level of confidentiality of medical documents and personal statements. Any personal information sent via email or delivered in person will not be accepted.

- **Step 4:** Schedule an Intake Meeting with the Accessibility Office to discuss your accommodation request and feasible options. Through a collaborative and interactive process with students, the Accessibility Specialist will determine the need for disability accommodations and that it is adequately documented knowing that the Committee may request additional documentation. The Accessibility Specialist may need to consult with university faculty and staff about a request, while maintaining student anonymity.
- **Step 5:** Accommodation decisions are made through an individualized, interactive process led by the Accessibility Specialist. The Accessibility Specialist does consult with the Committee for additional input. Final determinations reflect both the functional impact of the disability and the collaborative nature of the process. Accommodation decisions are typically made within 2–3 weeks of receiving complete documentation.

Students may be invited to attend a committee meeting should the Committee have any questions about the stated disability or requested accommodation. Students are not permitted to bring legal counsel to the meeting with the Committee.

If existing documentation does not provide sufficient information to support a request, the Accessibility Office may request clarification or additional details. Students will not be asked to undergo new evaluations unless there is a documented change in their condition, or the existing documentation does not provide sufficient information to determine eligibility or support the requested accommodations. In those cases, the Committee may grant temporary accommodations until it obtains the additional information being requested. Committee meetings are confidential, and Committee members are expected to review all individual student information available to them when considering a student's accommodation request.

Additional information may be requested from students to address the following:

- Insufficient information
- Incomplete application (e.g., no diagnosis or signatures)
- The provider completing the documentation has a conflict of interest with the student. (e.g., relative of the student)
- Inappropriate professional making the diagnosis (i.e., credentials must include licensure associated with that of a qualified expert in the disability of condition.)

Once an accommodation is granted, it is the student's choice to present information about an accommodation (utilizing written documentation from the Accessibility Office) directly to the course director and/or faculty impacted by the accommodation. It is important to note that only specifics regarding the accommodation are included in the letter of approval; the letter does not include any information specific to the student's disability or any diagnosis.

If the approved accommodation requires test modifications, the Accessibility Office will provide notification to the Testing Services staff to implement the approved accommodation.

If an accommodation involves a clinical teaching site, notification will be discussed with the student before any communication occurs to the site.

For students in the College of Graduate Studies, the Committee will notify the student's Program Director of all accommodation approvals within two (2) business days; the Program Director is then responsible for notifying the relevant Course Directors on a per semester basis. Every semester, program directors will notify the course directors for the classes in which the student is enrolled so that any approved accommodation can be implemented at the start of the semester. If the notification occurs after the start of the semester, faculty will be expected to implement the accommodation within 72 hours.

To request official documentation on accommodations to share with impacted course directors, contact the Accessibility Specialist in the Learning Center at accommodations@neomed.edu

Students can appeal if they are not satisfied with the Committee's decision. Students are encouraged to first discuss any concerns with the Accessibility Office to explore informal resolution before submitting a formal appeal. An accommodation that is granted as the result of an appeal is not retroactive and may only affect future circumstances.

If the student has additional information or disagrees with the Committee's decision, they may submit an appeal to the Provost within ten (10) working days of receiving the Committee's decision. The Provost will review the appeal within ten (10) working days of its receipt. During this review, the student may be invited to meet in person to discuss the appeal, accompanied by a representative from the Committee. Students are not permitted to bring legal counsel to this meeting. The Provost will issue a decision within ten (10) working days, which may include sending the matter back to the Committee for reconsideration.

Although students are encouraged to attempt to resolve accommodations concerns using the University process specified above, they have the right to file any complaint directly with the Office of Civil Rights (OCR). Complaints filed with the OCR must be filed within 180 days from the time the alleged discriminatory act(s) occurred.