

**UNIVERSITY OF MARYLAND SCHOOL OF MEDICINE**  
**Essential Requirements for Admission, Academic Advancement, and**  
**Graduation**

**I. Purpose**

The mission of the University of Maryland School of Medicine Doctor of Medicine (MD) program is to provide an inclusive learning environment that develops life-long learners who are clinically excellent and possess humanism, professionalism, scholarship, leadership, critical thinking and attention to social justice and diversity. The University of Maryland School of Medicine is committed to the full and equitable inclusion and support of qualified learners with disabilities.

It is the responsibility of the faculty to select matriculants who are best qualified to successfully complete the required training and develop into skilled, effective, and compassionate physicians that will fulfill the mission of the School. Applicants and matriculated students will be judged not only on their scholastic achievement and abilities, but also on their intellectual, physical, emotional, and ethical capacities to meet the essential requirements of the school's curriculum. The School of Medicine will consider for admission those individuals who possess the ability to successfully complete the academically rigorous curriculum and the personal characteristics embodied by exemplary physicians. These are guided by the [AAMC Core Competencies for Entering Medical Students](#).

Medical education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behavior. The essential requirements presented in this document are pre-

requisite for admission and ongoing requirements for academic advancement and graduation from the University of Maryland School of Medicine. All courses in the curriculum are required in order to develop essential knowledge, attitudes and skills required to become a competent physician.

The Committee on Admissions and Advancement Committee affirm that all students must possess the intellectual, physical, and emotional capabilities necessary to undertake the required curriculum in a reasonably independent manner, and that all students must be able to achieve the levels of competence required by the faculty.

## **II. Technical Standards**

A candidate for the M.D. degree must have aptitude and abilities in six areas: (1) observation; (2) communication; (3) motor coordination (4) conceptual and integrative abilities; (5) behavioral and social attributes and (6) professionalism. Candidates must be able to learn through a variety of modalities, including but not limited to: laboratory instruction including cadaver lab, physical demonstrations, small group interactions, team and collaborative activities, individual study, preparation and presentation of reports, and use of technology.

### **a. Observation**

Students should be able to observe demonstrations and participate in those experiments in the basic and clinical sciences determined essential by the respective faculty members, including patient assessment and evaluation, with or without reasonable accommodations. These skills require the use of vision, hearing, and touch or the functional equivalent.

#### **b. Communication**

Students should be able to communicate effectively through verbal, written, and other non-verbal communication with patients, colleagues and all members of the healthcare team in order to elicit and transmit information. Students should possess effective reading comprehension allowing them to understand curricular content and to provide excellent clinical care for patients. As part of the healthcare team, students engage in documenting elements of the medical record and should be able to do so in a thorough and timely manner.

#### **c. Sensory and Motor Coordination and Function**

Students should be able to elicit information from patients through communication and physical examination which can include a variety of diagnostic maneuvers in order to provide general and emergency care for patients. Such actions require coordination of both gross and fine muscular movements and equilibrium. Rounds and patient care may require prolonged participation.

#### **d. Intellectual, Conceptual, Integrative and Quantitative Abilities**

Students should be able to engage in measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities and often must be performed quickly, especially in emergency situations. Students should be able to identify significant findings from history, physical examination, and laboratory data, provide a

reasoned explanation for likely diagnoses, recommend appropriate medications and therapy, and retain and recall information in an efficient and timely manner. Students should consistently, quickly, and accurately integrate all relevant information, analyze and synthesize data in order to construct thorough assessments and effective treatment plans. The ability to incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans is essential.

**e. Behavioral and Social Attributes**

Students' emotional health and wellness impact the full use of their intellectual abilities, exercise of good judgment, and prompt completion of all responsibilities attendant to the diagnosis and care of patients. The School of Medicine aims to create a supportive learning environment that fosters the students' development of mature, supportive, and therapeutic relationships with patients, colleagues, clinical, and administrative staff, and all others with whom the student interacts in the professional or academic setting. This environment will include individuals who have diverse backgrounds including race, ethnicity, sexual and gender identities, religion, age, abilities, and other attributes and affiliations that may differ from those of the student. Students should exhibit resilience and the ability to tolerate physically and emotionally taxing situations that can arise in medicine. The successful student adapts to changing environments, displays flexibility, and remains effective in the face of uncertainties inherent in the clinical problems of many patients.

#### **f. Professionalism**

Students should maintain and exhibit ethical and professional behaviors commensurate with the role of the physician in all interactions with patients, faculty, staff, students, and the community. The student is expected to learn and understand the ethical and legal standards of the medical profession.

Students must be able to complete, with or without reasonable accommodation, all required components of the curriculum. As part of the learning process, students should be receptive to feedback and, when necessary, respond with appropriate behavior modification. Empathy, integrity, respect, concern for others, interpersonal skills, motivation, and capacity for self-improvement are all personal qualities that will be assessed during the admission and educational processes. Students must be able to maintain a reasonable degree of academic and professional integrity as it pertains to meeting core competencies of medical knowledge for practice, patient care, interpersonal and communication skills, professionalism, practice-based learning, systems-based practice, interprofessional collaboration, and personal and professional development.

### **III. Process for Requesting Accommodation**

The Office of Educational Support and Disability (ESDS) serves all University of Maryland Baltimore (UMB) schools and programs, to support students with disabilities in obtaining reasonable accommodations through an interactive process involving the student and the school.

### **a. Applicants with Disabilities**

The University of Maryland School of Medicine maintains a strong institutional commitment to equal educational opportunities for qualified students with disabilities who apply for admission to the program or who are already enrolled. These technical standards are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum. Applicants are not required to disclose a disability in their application nor to the Committee on Admissions. Accepted applicants with a disability may request accommodations by contacting the Office of Educational Support and Disabilities Services (ESDS) at [disabilityservices@umaryland.edu](mailto:disabilityservices@umaryland.edu). ESDS will work with an applicant with disabilities to determine reasonable accommodations for the completion of the admissions process. Additionally, ESDS may facilitate consultations between the applicant and the School of Medicine to identify the applicant's ability to complete the program's technical standards, with or without academic accommodations early in the admissions process (i.e., the School's response to a specific accommodation request).

Accommodation requests will be given due consideration, and reasonable accommodations will be made where consistent with curriculum objectives and legal requirements applicable to the School. Some of the essential requirements described in the technical standards may be successfully accomplished with technological interventions or other reasonable accommodations. The use of intermediaries (i.e., third party representatives, personal aides) to carry out functions described in the Essential Requirements will not be permitted by the School of Medicine. Students must apply their own judgment and performance. Therefore, the School will not permit third parties to be used

to assist a student in the clinical training area in accomplishing curriculum requirements in the six skill areas identified in the Technical Standards.

**b. Current Students with Disabilities**

After matriculation, current students with a disability or who develop a disability are encouraged to contact ESDS if they would like to initiate the academic accommodation process. This process includes a formal request to the ESDS office, the submission of relevant documentation, and an individual meeting with an ESDS staff member. Students may request academic accommodations at any time during their program; however, accommodations are not retroactive nor do they rollover per semester. The student must request accommodations each semester to continue the interactive process towards the student's current coursework. For more information about ESDS and the academic accommodation process, please visit the ESDS website at [www.umaryland.edu/disabilityservices](http://www.umaryland.edu/disabilityservices), or contact ESDS at [disabilityservices@umaryland.edu](mailto:disabilityservices@umaryland.edu).