

**Chobanian & Avedisian
School of Medicine**

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Chobanian & Avedisian School of Medicine
Minimum Technical Standards for PhD, Master's, and Certificate
Programs

Minimum Technical Standards (MTS) Policy Statement

All students enrolled in PhD, Master's, or graduate certificate programs (referred to as students) at the Chobanian & Avedisian School of Medicine (School) have a predictably high level of competence across the range of knowledge, critical judgement and technical skills generally expected of scientists and health-related professionals. These skills encompass academic and non-academic technical standards essential to all students at the School and Boston University educational programs. It is essential for our graduates to develop basic intellectual abilities, scientific and/or clinical skills as well as ethical and professional attitudes and behaviors. Awarding a Master's or PhD degree or graduate certificate to the students implies that the recipient has demonstrated a foundation of knowledge in their field and the ability to independently apply and communicate that knowledge.

All students are expected to carry out tasks effectively utilizing intellectual, interpersonal, physical, social, and emotional skills needed to learn and master foundational science, laboratory, and/or clinical curricula either without accommodation(s) or with those accommodation(s) that are reasonable in the range of settings and circumstances in which the educational program is based.

The following MTS have been formally adopted by the School's Graduate programs. Importantly, some programs may have more specific technical standards that the students are expected to meet. Students must possess the abilities and skills necessary to succeed in their field of study. These include competencies in observation; communication; sensory and motor coordination and function; intellectual-conceptual, integrative, and quantitative abilities; interpersonal skills; and behavioral and social attributes, as described below. The use of a human intermediary may be permitted provided that the student's judgment will not be influenced by someone else's power of selection and observation.

Observation

Students must be able to observe, participate in, and conduct experiments in the basic sciences or clinical sciences within the laboratory and/or instructional setting, as required by the program and/or observe/participate in experiential classroom work and/or clinical work on site.

Communication

Students must be able to communicate effectively in both oral and written English, either independently or using an approved communication conduit approved by Disability and Access Services (DAS). If a student uses a communication conduit (whether human or technological), it is permitted to function only as a vehicle for transmitting information and may not serve in an integrative, generative, or evaluative role.

Students must be able to communicate experimental or clinical findings as required by the program with faculty, peers, or patients and families. This communication may also be in the context of presentations to the scientific community, professional journals, with laboratory personnel, or as a member of a clinical team, in accordance with program expectations.

Students must possess communication skills at a level sufficient to accomplish, in a timely manner, all administrative requirements and to meet the performance expectations of the faculty in all areas of the curriculum.

Sensory and Motor Coordination and Function

Students must possess motor and sensory capacity to perform activities required for the chosen discipline. Depending on the program, such actions may require coordination of gross and fine movements and equilibrium. Students may be required to perform such actions rapidly and under challenging circumstances. Students must be able to manipulate the equipment, instruments, apparatus, or tools required to collect and interpret data appropriate to the area of study, practice, or research. In clinical settings, as specific to their role in the field, students must be able to conduct physical assessments and utilize diagnostic tools with precision; furthermore, students must be capable of intervening with immediate manual or technical maneuvers in response to sudden changes in a patient's medical or behavioral status.

Intellectual-conceptual, Integrative and Quantitative Abilities

Students must be able to measure, calculate, reason, analyze, hypothesize, and synthesize ideas. It is also essential that students are able to absorb and process information from faculty, peers, patients, supervisors, and/or from the scientific literature, as components of problem solving and

critical thinking. Students must be able to acquire information from experiences and demonstrations conveyed through coursework, lecture, group seminar, small group activities and other.

Students must be able to work in a manner that is safe for themselves and others and respond appropriately to emergencies and urgent situations, and follow all University safety policies and procedures

Behavioral and Social Attributes

Students must have the social emotional ability required to demonstrate maturity, respect, compassion, and tolerance in their professional relationships under all circumstances. Students must have the ability to understand and comply with high ethical standards for the conduct of research. They must be able to use their intellectual capacity, to exercise sound judgment, and to complete all academic, research and/or clinical responsibilities in a timely and professional manner. They must be able to demonstrate resilience to function effectively under stress and to adapt to changing environments.

The above represents the minimum abilities/competencies required in the educational process for the students enrolled in the PhD, Master's or graduate certificate programs in the School. Students must be able to identify their own needs for support and care and proactively assess available resources. The School will provide reasonable accommodations to those candidates/students who have documented disabilities. Students may apply for disability accommodations by contacting Boston University Disability & Access Services (www.bu.edu/disability). However, the School will not undertake modifications or provide auxiliary aids or services that would fundamentally alter the nature and substance of the specific graduate curriculum, lower academic standards, present an undue burden for the institution, or pose a direct threat to the safety of the candidate, patients, students, faculty, or staff. The School will also not provide services or equipment of a personal nature.

The candidate must be able to meet the technical standards of the specific PhD, Master's, or graduate certificate program curriculum, including the functions described above, with or without reasonable accommodations, in order to begin the program, to continue in the program, and to graduate from the program.