



Technical Standards for Admissions and Continued Enrollment

Arkansas Colleges of Health Education is committed to the admission and matriculation of all qualified students and does not discriminate based on race, ethnicity, color, sex, sexual orientation, gender, gender identity, religion, national origin, age, disability, or veteran status. ACHE will expect that minimal technical standards be met by all applicants and students as set forth herein.

Technical standards are the non-academic skills and abilities necessary for the successful completion of the course of study. ACHE has adopted the following non-academic criteria for admission and continued program participation.

Technical Standards

A graduate professional must have the knowledge and skills to function in a broad variety of situations and to render a wide spectrum of care. To perform the activities described below, candidates for each degree program must be able to quickly, accurately, and consistently learn, integrate, analyze, and synthesize data.

ACHE expects its applicants and students to meet specific minimum technical standards outlined below. Every applicant and student of ACHE is expected to possess the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. A graduate professional must have the knowledge and skills to function in a broad variety of situations. Reasonable accommodation will be made as required by law; however, the candidate must be able to meet all technical standards with or without reasonable accommodation. The use of a trained intermediary means that a candidate's judgment must be mediated by someone else's power of selection and observation and is not permissible accommodation. ACHE has adopted these standards with due consideration for the safety and well-being of the individuals its graduates will eventually care for.

While ACHE is committed to making the accommodations that offer the opportunity for student success, ACHE is also committed to assuring a safe and effective environment that does not place the community, students, or others at risk. Applicants who do not meet the technical standards with or without reasonable accommodation should not apply to ACHE. The specific technical standards are set forth below.

General

- Students must have the ability to see and hear to optimally assess the mental and emotional status of individuals. Where a deficiency occurs, it must be compensated for with the aid of prosthetics to the extent that the student's functioning is equal to that of a non-impaired student. Reasonable adaptations are those that will enable the student to function independently and, when necessary, in a team-like fashion with other health professionals in an unimpaired manner.



Observation

- The applicant and student must be able to acquire a defined level of required information as presented through demonstrations and experiences throughout the program. Observation involves visual, auditory, and tactile abilities.

Visual

- Acquire information from oral presentations, demonstrations, and observations.
- Observe written documents and visualize information presented in images from paper, slides, video, or other media.
- Interpret visual and graphic images with or without the use of assistive devices.

Communication

- Communicate effectively, responsibly, and promptly in interactions with other students, faculty, and professionals with whom they come in contact.
- Demonstrate the capacity to use effective verbal and nonverbal communication skills, including listening objectively and interpreting nonverbal communication.
- Communicate clearly, effectively, and efficiently in both oral and written English
- Possess computer literacy and have available internet connectivity to participate in graded assignments on a scheduled basis.

Motor Function

- Physical stamina sufficient to complete the rigorous course of didactic and applied practice experience, which may include prolonged periods of sitting or standing.

Intellectual, Conceptual, Integrative and Quantitative Abilities

- Think critically and apply problem solving skills.
- Acquire knowledge and process experiences to inform practice.
- 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.
- Students must be able to learn, process, and utilize a great deal of knowledge and experience.
- Take responsibility for their own actions and consider the impact of these actions on others
- Accept and integrate constructive feedback received in the classroom and practicum settings into practice.

Behavioral, Social, and Professional Attributes

- Students must possess the emotional health required for full utilization of their intellectual abilities, exercise good judgment, and maintain professional relationships.



Technical Standards Specific to DMSc/DEL Specialties

In addition to meeting all general technical standards, students enrolled in specialty tracks within the Doctor of Medical Science (DMSc) and Doctor of Executive Leadership (DEL) programs must meet the following specialty-specific technical standards to ensure safe, effective participation in didactic, applied, and experiential learning environments.

Global Health and Humanitarian Medicine

Students in the Global Health and Humanitarian Medicine specialty must be able to function safely and effectively in resource-limited, austere, cross-cultural, and international environments. Technical standards for this specialty include, but are not limited to, the following:

- Cognitive and Analytical Abilities
- Analyze complex clinical, public health, ethical, and operational problems in environments characterized by limited resources, incomplete data, and evolving conditions.
- Apply global health principles, humanitarian standards, and evidence-based practices to real-world scenarios.
- Communication and Interpersonal Skills
- Communicate effectively with patients, community members, local healthcare workers, interpreters, non-governmental organizations (NGOs), governmental agencies, and interdisciplinary teams.
- Demonstrate cultural humility, adaptability, and respect for diverse belief systems, social norms, and healthcare practices.
- Convey complex medical, public health, and leadership information clearly in oral, written, and digital formats.
- Behavioral and Professional Attributes
- Demonstrate emotional resilience, professionalism, and ethical judgment when working in high-stress, emotionally challenging, or unfamiliar environments.
- Function effectively within multidisciplinary and multicultural teams while maintaining appropriate professional boundaries.
- Accept responsibility for personal conduct, decision-making, and leadership roles in global or humanitarian contexts.
- Physical and Environmental Tolerance
- Possess sufficient physical and mental stamina to participate in extended learning activities that may include travel, variable schedules, prolonged standing or walking, and exposure to challenging environmental conditions (e.g., heat, humidity, altitude), with or without reasonable accommodation.
- Adapt safely to nontraditional learning environments, including field-based simulations or international experiences, when required by the curriculum.



Emergency Management and Disaster Response

Students in the Emergency Management and Disaster Response specialty must be able to function in dynamic, time-sensitive, and high-consequence environments where leadership, coordination, and rapid decision-making are essential. Technical standards for this specialty include, but are not limited to, the following:

- Cognitive and Decision-Making Abilities
- Rapidly assess evolving disaster or emergency scenarios, synthesize information from multiple sources, and prioritize actions under conditions of uncertainty.
- Apply emergency management principles, incident command concepts, systems thinking, and leadership frameworks to complex scenarios.
- Evaluate risk, anticipate second- and third-order effects, and make sound decisions that impact individuals, organizations, and communities.
- Communication and Leadership Skills
- Communicate clearly, calmly, and effectively in high-stress situations with diverse stakeholders, including healthcare professionals, emergency responders, administrators, government agencies, and the public.
- Demonstrate the ability to provide direction, coordinate teams, and function within established command or leadership structures.
- Behavioral and Professional Attributes
- Maintain emotional stability, situational awareness, and professional judgment during simulated or real-world emergency scenarios.
- Demonstrate accountability, adaptability, and ethical leadership when managing competing priorities and scarce resources.
- Accept feedback and adjust leadership and operational strategies accordingly.
- Physical and Environmental Tolerance
- Possess sufficient physical and mental endurance to participate in simulations, tabletop exercises, or applied learning activities that may involve prolonged engagement, variable conditions, or time pressure.
- Function safely in environments that may be unpredictable or stressful, with or without reasonable accommodation.

Accommodation Statement

Reasonable accommodations will be provided in accordance with applicable laws to qualified students with documented disabilities. However, students must be able to meet these technical standards with or without reasonable accommodation. Accommodations that fundamentally alter program requirements, compromise safety, or require the use of a trained intermediary to perform essential judgment-based functions are not permissible.

Changes can be made to the Technical Standards for Admissions and Continued Enrollment at any time and will be communicated by posting updated documents on the ACHE website. Students must comply with the policies of the Technical Standards and any revisions and are bound by its provisions for continued enrollment.