

Western Technical College

Academic Excellence, Education and Human Services Division Technical Standards Criteria

It is the intent of Western Technical College to fully comply with Section 504 of the Rehabilitation Act of 1974 and the Americans with Disabilities Act (ADA) of 1990.

To assist students to successfully complete our programs, Western Technical College has developed a set of objective technical standards criteria. Students will be asked to review the technical standards for the program of choice, and then sign a form stating whether they are able to meet the technical standard abilities, with or without accommodation, as stated in this document. If a student enters a program with falsification of records related to their ability to meet these requirements, they may face disciplinary action. All documents will be kept on file with the College.

For students with a disability, reasonable accommodation is available. Reasonable accommodation allows individuals with disabilities to gain equal access and have equal opportunities to participate in Western Technical College courses, services, activities, and use of the facilities. An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum/clinical site, if it lowers academic standards, or poses an undue administrative or financial burden. To be eligible for disability-related services/accommodation, students must have a documented disability. This documentation must be provided by a licensed professional, qualified in the appropriate specialty area.

In accordance with ADA and Section 504 requirements, accommodation requests require the approval of Western's Access and Language Services, and the Department of Health Services Office of Caregiver Quality. All requests for special accommodation must be approved as soon as possible. In some programs, accommodation must be approved by an outside agency or clinical site. Delays in beginning a course/program may occur while this process is arranged. The prospective student must provide documented proof of the need for special accommodation.

Accommodations allowed, without disability documentation: supportive back brace or other supportive brace that does not impede required movement or interfere with infection control policies, hearing aids, glasses, and/or contacts. Other student-suggested accommodation will require the approval of the Access and Language Services Manager, and the Department of Health Services.

If you are a person with a documented disability and would like to request accommodations, please contact Kris Follansbee, Manager of Access and Language Services, accessservices@westerntc.edu or (608) 785- 9875. It is recommended that you contact Kris at least three weeks prior to the start of the course so an accommodation plan can be made. However, programs with clinical components may take longer than three weeks for accommodations to be in place.

The following is a list of Technical Standards the student must have in order to participate in the Early Childhood Education Program at Western Technical College.

**Academic Excellence, Education and Human Services Division
Program Specifications – Early Childhood Education**

Function Number	Essential Functions
1	Communicate effectively with families, children, and co-workers
2	Write with clarity and proper grammar
3	Document children’s behaviors objectively
4	Assess children’s development and individual needs
5	Plan developmentally appropriate curriculum
6	Implement developmentally appropriate curriculum
7	Adapt activities/materials to meet individual children’s needs
8	Participate with children at their physical level and with their materials
9	Physically create learning materials
10	Provide care giving for individual children (diapering, dressing, feeding, caring for ill children)
11	Arrange physical classroom environment
12	Supervise children in an indoor environment
13	Supervise children in an outdoor environment
14	Model healthy food preparation practices
15	Model healthy eating practices
16	Maintain healthy and safe environments following state licensing rules
17	Handle emergency situations appropriately, including administering CPR
18	Apply appropriate behavior techniques
19	Acknowledge individual differences respectfully
20	Initiate positive relationships with children and adults
21	Foster positive relationships with children and adults
22	Model professional behaviors as an Early Childhood Education student (confidentiality, appropriate attire/language, and ethical behavior)
23	Advocate for children, families, and the Early Childhood Education profession
24	Understand the role of a mandated reporter of child abuse and neglect
25	Print/write legibly
26	Handle stressful situations appropriately

**Academic Excellence, Education and Human Services Division
Program Specifications – Early Childhood Education**

Physical Factors	YES	NO	Essential Function/s Numbers
Standing	◆		6, 8, 9, 10-14, 16
Walking	◆		6, 8, 10, 11, 12, 13, 16, 17
Sitting	◆		2, 5, 6, 8, 9, 10, 12, 15, 16
Lifting			
10 lbs.	◆		6, 8, 9, 10, 11, 14, 17
20 lbs.	◆		6, 8, 10, 11, 17
50 lbs.	◆		6, 8, 10, 11, 17
100 lbs.		◆	
100 lbs. +		◆	
Carrying			
10 lbs.	◆		6, 8-11, 13, 14, 17
20 lbs.	◆		6, 8, 10, 11, 13, 17
50 lbs.	◆		6, 8, 10, 11, 13, 17
100 lbs.		◆	
100 lbs. +		◆	
Pushing/Pulling			
10 lbs.	◆		8, 11, 13, 14, 17
20 lbs.	◆		11, 13, 17
50 lbs.	◆		11, 13, 17
100 lbs.		◆	
100 lbs. +		◆	
Climbing	◆		6, 8, 13
Balancing	◆		6, 8, 10, 11, 17
Stooping	◆		6, 8, 10, 11, 13, 16, 17, 18
Crouching	◆		6, 8, 10, 11, 13, 17, 18
Kneeling	◆		6, 8, 10, 11, 13, 16, 17, 18
Crawling	◆		6, 8, 13, 17
Running	◆		6, 8, 13, 17
Twisting	◆		6, 8, 11, 13, 17
Turning	◆		6, 8, 10, 11, 13, 16
Jumping	◆		6, 8, 13
Grasping-Firm/Strong	◆		6, 8-11, 13, 14, 16, 17
Grasping-Light	◆		2, 3, 6, 8-11, 13, 14, 16, 17, 25
Finger Dexterity	◆		2, 3, 6, 8-11, 15- 17, 25
Reaching Forward	◆		2, 6, 8, 10, 11, 13, 16
Reaching Overhead	◆		6, 8, 10, 11, 13, 14, 16, 17
Pinching	◆		2, 6, 8, 9, 10, 11
Simultaneous use of Hand, wrist, fingers (e.g. typing, data entry)	◆		1, 2, 3, 6, 8, 9, 10, 11, 13, 17, 25
Coordination Eye-hand	◆		2, 3, 6, 8, 9, 10, 11, 13, 17, 25
Eye-hand-foot	◆		6, 8
Driving		◆	
Touch	◆		10, 16, 17, 21
Vibration/palpation	◆		17
Temperature	◆		10, 13,14,16

Physical Factors	YES	NO	Essential Function/s Numbers
Vision			
Acuity, Near	◆		2- 4, 6, 8-14, 16-18, 25
Acuity, Far	◆		3, 6, 8, 11-13, 16-18
Depth perception	◆		6, 8, 10, 11, 13, 14, 16, 17, 25
Accommodation	◆		2- 4, 6, 8-14, 16-18, 25
Color vision	◆		6, 8, 10, 11, 16, 17
Field of vision	◆		3, 4, 6, 8, 11, 12, 13, 17
Hearing	◆		1,3,6,8,10,12,13,16,17,26
Face-to-face conversation	◆		1, 4, 6, 8, 10, 12-14, 16-18, 20, 21, 23, 24
Verbal conversation with others	◆		1, 4, 6, 8, 10, 12, 13, 16-18, 20, 21, 23
Public speaking	◆		1, 26
Hear normal conversation	◆		1, 3, 6, 8, 10, 12, 13, 16-18, 20, 21, 26
Hear telephone conversation	◆		1, 10, 16, 17, 21, 24, 26

Environmental Factors	YES	NO	Essential Function/s
Works indoors	◆		2- 10, 11, 12, 14-24, 26
Works outdoors	◆		3, 4, 6-10, 13, 15-24, 26
Exposure to extreme hot or cold temp		◆	
Working at unprotected heights		◆	
Being around moving machinery		◆	
Exposure to marked changes in temperature/humidity		◆	
Exposure to dust, fumes, smoke, gases, odors, mists or other irritating particles (specify)	◆		14, 16, 26
Exposure to toxic or caustic chemicals	◆		14, 16, 26
Exposure to excessive noises	◆		8, 13, 26
Exposure to radiation or electrical energy		◆	
Exposure to solvents, grease, or oils		◆	
Exposure to slippery or uneven walking surfaces	◆		8, 13, 14, 26
Working in confined spaces	◆		8, 26
Using computer monitor	◆		1-5, 9
Working with explosives		◆	
Exposure to vibration		◆	
Exposure to flames or burning items	◆		14, 26
Works around others	◆		1, 2, 3, 5-24, 26
Works alone	◆		2- 7, 9- 17, 20, 21, 22, 26
Works with others	◆		1-26
Safety Equipment (Required to wear)			
Safety glasses		◆	
Face mask/face shield	◆		10, 14, 16, 17, 26
Ear plugs		◆	
Hard Hat		◆	
Protective Clothing	◆		10, 14, 16, 17, 26

Cognitive/Mental Factors	YES	NO	Essential Function/s Numbers
Reasoning Deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions	◆		1-8, 10-13, 16-24, 26
Interpret instructions furnished in oral, written, diagrammatic, or schedule form	◆		1, 6, 7, 9-14, 16, 19, 22-24, 26
Deal with problems from standard situations	◆		1, 6-8, 10, 12-14, 16-19, 21-24
Carry out detailed but uninvolved written or oral instructions	◆		1, 6-10, 14, 16, 17, 19, 21, 22, 24
Carry out one or two step instructions	◆		1, 6-10, 14, 16, 17, 19, 21, 24, 26
Mathematics			
Complex skills –Business math, algebra, geometry or statistics		◆	
Simple skills – add, subtract, multiply and divide whole numbers and fractions, calculate time and simple measurements	◆		6, 8, 10, 12-14, 16
Reading Complex skills – Comprehend newspapers, manuals, journals, instructions in use and maintenance of equipment, safety rules and procedures and drawings	◆		4-7, 10-14, 16, 17, 22, 23, 26
Simple skills - Comprehend simple instructions or notations from a logbook	◆		4-7, 9, 10, 12-14, 16, 17, 20, 21
Writing Complex skills – Prepare business letters, report summaries using prescribed form at and conforming to all rules of punctuation, spelling, grammar, dictation, and style	◆		1, 2, 5, 6, 23, 24, 25-26
Simple skills - English - sentences containing subject, verb and object; names and addresses, complete job application or notations in logbook	◆		1-3, 5, 6, 8-10, 12-14, 16, 17, 20, 21, 23, 24, 25
English - sentences containing subject, verb and object; names and addresses, complete job application or notations in logbook	◆		
Perception Spatial – ability to comprehend forms in space and understand relationships of plane and solid objects; frequently described as the ability to “visualize” objects of two or three dimensions, or to think visually of geometric forms	◆		6, 7, 8, 11, 25
Form – ability to perceive pertinent detail in objects or in pictorial or graphic material, to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of line	◆		6, 7, 9, 10, 25
Clerical – ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation	◆		16, 25

Cognitive/Mental Factors	YES	NO	Essential Function/s Numbers
Data			
Synthesizing	♦		4, 23
Coordinating	♦		1, 4, 23
Analyzing	♦		4, 5, 7, 23
Compiling	♦		3, 4, 5, 7, 16
Computing	♦		4
Copying	♦		3
Comparing	♦		4, 23
Personal traits			
Ability to comprehend and follow instructions	♦		6, 8-10, 12-14, 16, 17, 22, 24, 26
Ability to perform simple and repetitive tasks	♦		6, 8-10, 12-14, 16, 17
Ability to maintain a work pace appropriate to a given workload	♦		3, 5-7, 9, 10, 12-14, 16, 18, 22, 26
Ability to relate to other people beyond giving and receiving instructions	♦		1, 6-8, 10, 12, 13, 16-24, 26
Ability to influence people	♦		1, 2, 6, 17, 18, 20, 21, 23, 24, 26
Ability to perform complex or varied tasks	♦		1, 6-10, 13, 14, 16-19, 26
Ability to generalize, evaluations or decisions without immediate supervision	♦		1-14, 16-19, 21-24, 26
Ability to accept and carry out responsibility for direction, control, and planning	♦		1, 5-8, 10-14, 16-24, 26

A change in your ability to perform any of the Essential Functions must be reported to Nicole Cooksey, Associate Dean, (608) 789-6239, or to your instructor immediately.

The Americans with Disabilities Act of 1990 (42 U.S.C. & 12101 *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. & 794) prohibits discrimination of persons because of his/her disability. In keeping with these laws, colleges of the Wisconsin Technical College System make every effort to ensure a quality education for students. The purpose of this document is to ensure that students acknowledge that they have been provided information on the Technical Standards required of a student in the chosen program.

Student Name: _____

Phone/email: _____

High School (if applicable): _____

Course(s): _____

Accommodation(s) begin:

- Fall _____
- Spring _____
- Summer _____

A student requesting ADA accommodation(s) is required to:

- Contact Access Services 608-785-9524 to begin application
- Submit documentation of the stated disability to determine eligibility This documentation must include:
 - Diagnosis and resulting limitations as determined by a qualified professional
 - Limitations impact at least one major life activity in an educational setting

Accommodation(s) Requested:

- Note-taker or Lecture Recording
- Audio Textbooks
- Enlarged Course Material, font size: _____
- Testing Accommodations: _____
- Assistive Technology _____
- Captionist/ Captioning
- Sign Language Interpreter

IMPORTANT NOTICE TO STUDENT:

I understand that I must pre-arrange all accommodations with Western's Access Services prior to class start.

Signature: _____ Date: _____

Please return this form to Access Services:

Kris Follansbee
Access Services Manager
accessservices@westerntc.edu
608-785-9875
608-789-6193 fax