



WISCONSIN INDIANHEAD TECHNICAL COLLEGE

10-504-5 Criminal Justice Studies

Functional Abilities Disclosure

It is the intent of the Wisconsin Indianhead Technical College (WITC) to fully comply with Section 504 of the Rehabilitation Act of 1973 (29 U.S. C & 794), the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C & 1201. *et seq.*), and the ADA Amendment Act of 2008. In accordance with these laws, WITC does not provide students with personal devices and services.

In order to assist students to successfully complete this program, WITC has developed a set of objective functional ability criteria. At the time of application, students are asked to sign the Functional Ability Disclosure stating whether or not they are able to meet the functional abilities, with or without accommodations, as stated in this document. **Students entering the program based on falsification of records related to their ability to meet functional requirements, may face disciplinary action.** The signed acknowledgement of this information will be filed in the student's permanent record. If the student is required to sign the form again at a later date designated by the program requirements, the signed form will be kept on file in the student's record maintained by the program director/faculty for five years, then destroyed.

For students with a disability, reasonable accommodations are available. Reasonable accommodations are defined as modifications or adjustments that allow individuals with disabilities to gain equal access and have equal opportunities to participate in WITC's courses, services, activities, and use of the facilities. To be eligible for disability-related services/accommodations, students must have a documented disability. This documentation must be provided by a licensed professional, qualified in the appropriate specialty area. WITC is not obligated to provide an accommodation that requires a substantial change in the curriculum or alteration of an essential element or function of a program /course. WITC is also not obligated to provide an accommodation that poses an undue financial or administrative burden to the College or poses a direct threat to the health and/or safety of others.

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 accommodations will require the approval of the Program Director or Academic/Divisional Dean, the campus Accommodation Specialist, and the Wisconsin Department of Health Services (for Nursing Assistant only). All requests should be approved before the student is enrolled in the program. Any accommodation cannot substantially alter the requirements or nature of the program or provide accommodations that inflict an undue burden on the program.

If you are a person with a documented disability and would like to request accommodations, complete the [Reasonable Accommodation Request Form](#) and contact the [Accommodations Specialist](#) at your campus. It is recommended that reasonable accommodation requests be made 30 days prior to class start date to allow time for accommodations to be coordinated. Requests for reasonable accommodation must be made a minimum of fourteen (14) calendar days prior to the first day the service is needed.

Functional abilities required for participation in this program are listed below:

GROSS MOTOR SKILLS

- Ability to move in confined spaces
- Maintain balance in multiple positions and when changing positions
- Ability reach above shoulders
- Ability reach below waist
- Extend arms fully forward
- Extend and constrict hands
- Physically Climb
- Physically Stoop
- Physically Kneel
- Physically Crouch
- Physically Crawl
- Physically Twist
- Ability to use hands and arms in handling, installing, positioning and moving materials and manipulating things

FINE MOTOR SKILLS

- Demonstrate finger dexterity by picking up and/or pinching and manipulating small objects
- Grasp small objects with hands quickly with hard/firm pressure as well as light pressure
- Write legibly with pen or pencil (complete incident reports, statements etc.)
- Maneuver a computer mouse
- Pinch/pick or otherwise work with fingers
- Key/type (complete incident reports, statements etc.)
- Lock and unlock locks
- Squeeze with finger
- Ability to control and adapt pressures of fine motor movements. (weapon control, trigger finger)

PHYSICAL STRENGTH

- Ability to carry equipment and supplies ongoing
- Ability to carry, lift or drag another human body (<100lbs)
- Ability to change, control and adapt upper body strength (lifting full body weight of another person, resisting others, implementing tactical skills)
- Perform physical activities that require considerable use of your arms, legs, and fine and gross motor skills, such as:
 - Climbing
 - Lifting
 - Balancing
 - Walking
 - Stooping/Squatting
 - Handling of materials
- Actively dealing with resistive people
- The ability to use short bursts of muscle force to propel oneself (as in jumping or sprinting), or to throw/toss objects
- Ability to squeeze with hands
- Ability to use self-contained breathing apparatus

PHYSICAL ENDURANCE

- Have stamina sufficient to maintain physical activity for periods <12-hours
- Stand and/or sit for long periods of time (12-hour shifts)
- Sustain repetitive movements
- Managing the ongoing running, maneuvering, navigating, or driving vehicles or mechanical equipment

MOBILITY

- Ability to move quickly in emergency situations
- Climb and descend a flight of stairs or elevated environment
- Perform physical activities ongoing and day-to-day, such as
 - Walk
 - Run
 - Twist
 - Bend
 - Stoop
 - Squat
 - Kneel
 - Crouch
 - Climb
 - Climb stairs
 - Crawl
 - Turn

- Jump
- Simultaneous use of hands, wrists, fingers and other fine and gross body movements
- Ability to control required eye-hand coordination
- Ability to control eye-hand-foot coordination
- Demonstrate driving coordination
- Ability to quickly respond (with hand, finger or foot)

ENVIRONMENT

- Tolerate exposure to common allergens such as: pets, body lotions, soaps, cleaning products and latex
- Tolerate strong odors
- Tolerate exposure to all weather conditions on a day-to-day basis
- Tolerate confined spaces

SPEECH AND COMMUNICATION

- Speak English clearly
- Write English
- Listen and comprehend spoken and written words
- Read digital displays
- Read and understand written documents (e.g. flow sheets, charts, graphs)
- Exhibit and comprehend nonverbal cues
- Collaborate with others and manage information
- Ability to listen and understand information and ideas presented through spoken words and sentences
- The ability to communicate information and ideas, verbal and written, so others will understand
- Communicate with people outside the organization, representing the organization to customers, the public, government, and other external sources
- Ability to tell when something is wrong or is likely to go wrong and using verbal and non-verbal skills to de-escalate situations
- Ability to direct, manage, and delegate the activities of others
- Ability to influence people

VISION

- Acuity, Near
- Acuity, Far
- Read and interpret written data placed at a reasonable distance
- Ability to see details at a distance
- Ability to adapt to changing depth perception
- Ability to use peripheral vision
- Distinguish color and color intensity
- Possess normal color vision
- Possess normal visual functions in each eye. Includes peripheral vision, depth perception, etc.
- Possess 20/20 corrected vision in each eye
- Ability to see objects or movement of objects to one's side when the eyes are looking ahead

SMELL

- Detect odors (e.g., foul smelling drainage, alcohol breath, smoke gasses or noxious smells)

HEARING

- Ability to hear normal speaking ranges
- Ability to hear faint noises
- Ability to decipher different sounds
- Hear telephone conversations/radio communication frequencies
- Hear faint body sounds
- Hear in situations when not able to see lips

- Hear auditory alarms
- The ability to listen to and understand information and ideas presented through spoken words and sentences

TACTILE ABILITY

- Feel vibrations
- Feel differences in surface characteristics
- Detect hot and cold temperatures
- The ability to quickly respond (with the hand, finger, or foot) to a signal (sound, light, picture,) when it appears
- The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources)

READING

- Read and understand written documents
- Understand charts, graphs, and worksheets
- Read and understand digital and computer displays

MATH

- Ability to complete basic math functions such as add, subtract, multiply, and divide
- Ability to read and interpret measurement marks
- Ability to tell time
- Ability to measure time
- Comprehend and interpret graphic trends
- Compute fractions and decimals
- Document numbers in records
- Calibrate equipment

ANALYTICAL THINKING

- Transfer knowledge from one situation to another
- Process and interpret information from multiple sources
- Analyze and interpret abstract and concrete data
- Problem solve
- Prioritize tasks
- Sequence information
- Evaluate outcomes
- Use long-term memory
- Use short-term memory
- The ability to listen to and understand information and ideas presented through spoken words and sentences
- The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events)
- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems
- Considering the relative costs and benefits of potential actions to choose the most appropriate one under stressful conditions
- Understanding the implications of new information for both current and future problem-solving and decision-making
- Ability to concentrate on a task over a period of time without being distracted
- Identifying measures of indicators of system performance and the actions needed to correct or improve performance, relative to the goals of the system

CRITICAL THINKING

- Make decisions independently
- Synthesize knowledge and skills
- Sequence information
- Identify cause-effect relationships

- Plan/control activities for others
- Adapt decisions based on new information
- The ability to tell when something is wrong or is likely to go wrong
- Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise solving with others
- Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
- Adjusting actions in relation to others' actions
- Use relevant information and individual judgment to determine a solution
- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems

EMOTIONAL STABILITY

- Ability to cope with behaviors and physical outbursts
- Ability to cope with own emotions and through stressful situations
- Ability to adapt to changing/unexpected situations and stressful environments
- Focus attention on the needs of others despite interruptions and multiple demands
- Accept constructive feedback and accept responsibility for own actions
- Ability to focus attention on task
- Ability to adapt to changing environment/stress
- Cope and emotionally manage with the unexpected
- Provide others with emotional support
- Establish and maintain professional relationships
- Perform multiple responsibilities concurrently
- Cope with strong emotions in others
- Exhibit ongoing behaviors supporting the following characteristics: honesty, reliability and integrity
- Ability to manage personal finances
- Capacity to remain calm during stressful situations
- Be free from mental or emotional instabilities which may tend to impair the efficient performance of job duties or endanger the lives of others

INTERPERSONAL SKILLS

- Establish appropriate relationships with clients, families, and coworkers
- Provide others with emotional support
- Collaborate with others on healthcare teams or other community support organizations
- Respect and value cultural differences in others
- Communicate clearly and effectively when introduced to an interpersonal conflict
- Ability to respect alternative life styles
- Ability to work through interpersonal conflict using professional skills and following protocol
- Develop constructive and cooperative working relationships with others, and maintaining them over time
- Provide personal assistance, medical attention, emotional support and personal care to others in need
- Being aware of others' reactions and understanding why they react as they do
- Take initiative to reach out, serve and support others

Functional Abilities Signature Statement

Wisconsin Indianhead Technical College has developed a set of objective functional ability criteria for this program. By signing below, I am confirming that I have read and understand the bulleted information below and the information contained in this Functional Abilities Disclosure and that I am:

- Able to meet the Functional Abilities Criteria as presented with or without accommodation.
- Will be provided with information concerning accommodations or special services upon request.

(This signed document is needed only for those students who did not complete the online application or requested additional information.)

Signature: _____

Student ID: _____

Program: _____

Date: _____