



## WISCONSIN INDIANHEAD TECHNICAL COLLEGE

### 31-461-4 Marine Repair Technician

#### 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 standing position. (Example: If three boats are lined up in the shop for service, it leaves approximately a 1'6" walkway)
- Ability to change and manipulate body positions readily to adapt to environment.
- Ability to bend, stretch, twist or reach with body, arms, and/or legs in order to access work
- Ability to stand and work on/with heavy objects that are 5' – 6' off the ground and require a 1 ½ - 2 foot reach over (Example: Inboard motor trainer stands and outboard motor test tanks)
- Ability to push, pull, stabilize, and freely move arms to allow movement of 50 – 700 pounds of equipment; as in moving an object or transferring a motor from one place to another
- Ability to climb in and out of boats that are 5' – 6'4" off the ground (Example: This could include the ability to grasp with hands, position arms overhead, and pull body weight up)
- Ability to operate a hand crank in a repetitive manner that is 5' – 5'11" off the floor (Example: Used to hoist engines into the test tanks)
- Ability to apply 100 pounds of torque on wrenches
- Ability to lift 50 pounds on a regular basis (Example: Small Motors)

### GROSS MOTOR SKILLS (continued)

- Ability to lift 60 pounds occasionally (Examples: Exhaust Manifolds and gear cases)
- Ability to lift 75 -100 pounds with a fellow student occasionally (Examples: Dynamometers and Transmissions)
- Ability to work in a position requiring kneeling, crouching, squatting, and working at knee level or below
- Ability to work with arms above shoulder level and reach over 1 ½ - 2 feet across

### FINE MOTOR SKILLS

- Ability to use the hands and fingers in turning small parts such as 1/4 inch bolts
- The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects (Example: Some motor parts are the size of a watch battery or pencil lead)
- Ability to grip tools with hands and be able to maintain grip and control of tools. Tools may be powered or hand operated
- Ability to keep hand and arm steady while moving arm or while holding arm and hand in one position

### TACTILE ABILITY

- Ability to feel differences in surface characteristics
- Ability to detect hot and cold temperatures
- Ability to detect differences in viscosity
- Ability to feel differences in sizes and shapes

### MOBILITY

- Ability to squat or modified squat (Example: one knee on floor)
- Ability to move quickly in case of emergency situations
- Ability to climb in and descend out of boats of various sizes
- Ability to walk independently without the assistance of a cane, walker, crutches, wheelchair or the assistance of another person

### ENVIRONMENT

- Ability to have stamina sufficient to maintain physical activity for a period of time (Example: 5-8 hours)
- Ability to tolerate heat (Example: Welding Lab)
- Ability to work indoors in a manufacturing setting
- Ability to tolerate strong odors, dirty or greasy areas, exposure to solvents, and slippery or uneven surfaces

### SPEECH AND COMMUNICATION

- Ability to speak, write, read, and understand English in order to be able to communicate
- Ability to listen and comprehend spoken English
- Ability to exhibit and comprehend nonverbal cues
- Ability to communicate in writing and orally, information and ideas so others will understand

### SENSES: SMELL, HEARING, AND VISION

- Visual acuity corrected or uncorrected, sufficient to read the markings and numbers on a micrometer
- Ability to see details at close range (within a few feet of the observer)
- Ability to detect or tell the differences between sounds that vary in pitch and loudness
- Ability to distinguish various odors
- Ability to hear and understand voices spoken at a normal speaking volume at close range (within a few feet of the observer)
- Ability to have depth perception and peripheral vision to allow identification of dangerous objects
- Ability to read and interpret written data held at a reasonable distance
- Ability to distinguish color and color intensity

### EMOTIONAL STABILITY

- Ability to focus attention on task
- Ability to adapt to changing situations and emergency conditions while maintaining emotional control
- Ability to cope with own emotions
- Ability to accept constructive feedback and accept responsibility for own actions

### INTERPERSONAL SKILLS

- Ability to apply knowledge gained in classroom to establish appropriate professional relationships
- Ability to show respect for diversity. (Examples: in culture, gender, religion, socio-economic status and abilities/disabilities)
- Adapt to changing environments and adjust to the unexpected
- Ability to work as part of small and large group teams

### READING

- Ability to read and understand at a minimum of an 8th grade level with ability to understand charts, graphs, and worksheets
- Ability to read and understand digital and computer displays
- Understand written sentences and paragraphs in work-related documents

### MATH

- Ability to do basic math including add, subtract, multiply, and divide
- Ability to count and understand the meaning of numbers
- Ability to measure length by reading a tape measure or ruler
- Ability to comprehend and interpret graphic trends
- Ability to compute fractions and decimals
- Ability to calculate labor charges for repair jobs

### ANALYTICAL THINKING/CRITICAL THINKING

- Ability to analyze information and evaluate results to choose the best solution and solve problems
- Ability to tell when something is wrong or is likely to go wrong (problem sensitivity)
- Ability to apply general rules to specific problems to produce answers that make sense

## 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: \_\_\_\_\_