



**Technical Standards**  
**ADVANCED SYSTEMS TECHNOLOGY**  
**INDUSTRIAL PRODUCTION TECHNOLOGY**  
**CERTIFIED PRODUCTION TECHNOLOGY**

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Advanced Systems Technology Program, Industrial Production Technology, or Certified Production**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<ul style="list-style-type: none"> <li>• Must be able to walk, stand, stoop and twist for prolonged periods of time.</li> <li>• Must be able to move quickly and repeatedly while maintaining good balance.</li> <li>• Must be able to lift, move, and shove 50 pounds of weight.</li> <li>• Must be able to work overhead for prolonged periods of time.</li> <li>• Must have adequate hand and eye coordination.</li> <li>• Must have adequate fine motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>• 8-hour shifts and longer is commonplace to accomplish many tasks.</li> <li>• Required for equipment assembly from scaffolding.</li> <li>• Many parts that are being replaced weigh this much and more so the candidate must be able to manipulate a good deal of weight.</li> <li>• Hanging conduit and pipe overhead is common maintenance task.</li> <li>• Maintenance technicians are continually assembling and reassembling equipment. If they do not have this coordination, it will require excessive time to accomplish these tasks.</li> <li>• Many of the electrical connections require that a wire be inserted into a small space before being secured.</li> </ul>
<b>Critical Thinking/ Sensory/ Observation/ Reasoning Skills</b>	<ul style="list-style-type: none"> <li>• Must have the ability to logically evaluate problems with machinery.</li> <li>• Must be able to be attentive in the classroom and job situations.</li> <li>• Must be able to concentrate on surroundings as well as the task at hand.</li> <li>• Must have adequate vision with correction.</li> <li>• Must be sensitive to changes in temperature.</li> <li>• Must be sensitive to changes in material surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate the best approach to identifying the malfunction and how to remedy the situation.</li> <li>• In order to participate in learning and work.</li> <li>• In order to maintain a safe environment.</li> <li>• Very fine print on small labels will need to be read.</li> <li>• Candidate needs to be able to tell if an object is heating up or cooling down during a process being monitored.</li> <li>• To determine the amount of wear an</li> </ul>

	<ul style="list-style-type: none"> <li>• Must be sensitive to changes in odors.</li> <li>• Must be sensitive to changes in machinery and environmental noise.</li> </ul>	<ul style="list-style-type: none"> <li>• object has sustained.</li> <li>• To determine if an object is overheating and smoking.</li> <li>• In order to tell if components are failing by the change in sound.</li> </ul>
<b>Behavioral / Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Must be able to function in high stress environments.</li> <li>• Must be a team player and able to help develop the team atmosphere.</li> <li>• Must be able to maintain confidentiality.</li> <li>• Must be cooperative, honest, and ethical.</li> <li>• Must be able to maintain composure in difficult situations.</li> </ul>	<ul style="list-style-type: none"> <li>• This includes rapidly changing situations, schedule changes, personnel changes, customer needs and supervisors.</li> <li>• In this manner a more productive attitude can be formed.</li> <li>• Proprietary information must be protected.</li> <li>• Will help build a stronger and more productive team.</li> <li>• Will allow an individual to remain productive by not losing focus on the important issues.</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Must be able to read, write and speak to effectively communicate with customers, team members and supervisors.</li> <li>• Must be aware of cultural differences.</li> </ul>	<ul style="list-style-type: none"> <li>• This will require advanced ability in order to give and receive complicated instructions and to read and comprehend advanced technical manuals.</li> <li>• Students will be expected to work effectively with various cultures and personalities.</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>• Must be able to work in various temperature extremes and weather conditions.</li> <li>• Must be able to work at various heights.</li> <li>• Must be able to work in confined spaces.</li> <li>• Must be able to work with hazardous materials, high voltage, high pressure fluids and other industrial situations.</li> </ul> <p><b>NOTE:</b> At time of employment may be required to pass a drug test, pass a background check and documentation to legally work in the United States.</p>	<ul style="list-style-type: none"> <li>• Candidates must be able to work outside on the roof during the winter on the ventilations systems with temperatures well below zero as well as in heat treated areas and the roof air conditioners in temperatures in excess of 100 degrees.</li> <li>• Be able to work from ladders and scaffolding at considerable heights.</li> <li>• Must be able to work in small, enclosed spaces.</li> <li>• 480 voltage is common place, hydraulic pressures in excess of 500 psi are common and there are many chemicals involved in production situations.</li> <li>• Many companies require these items to be hired</li> </ul>

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TECHNOLOGY.**

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Washburn Institute of Technology

**CHECK ALL THAT APPLY.**

\_\_\_\_\_ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the **Advanced Systems Technology, Industrial Production Technology, or Certified Production Program.**

\_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.

\_\_\_\_\_ I would like to discuss the Standards checked below.

\_\_\_\_\_ A. Physical Demands / Motor Skills

\_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills

\_\_\_\_\_ C. Behavioral / Social Skills and Professionalism

\_\_\_\_\_ D. Communication Skills

\_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

**Disability**

The Assistant Director for Student Accommodations is responsible for assisting in arranging accommodations and identifying resources at Washburn Tech for individuals with disabilities. Qualified students with disabilities **MUST** register and provide medical documentation from a qualified licensed professional with the office to be eligible for services. New requests for accommodations should be submitted prior to the date services should begin ideally at the beginning of the semester; however, contact the Assistant Director for Student Accommodations as soon as a need may arise. The Assistant Director for Student Accommodations coordinates and assists in arranging services it deems appropriate for eligible students on a case-by-case basis related to accommodations within Washburn Tech.

If you are a student with a disability that may substantially limit your ability to participate in this class and believe you will need accommodations, it is your responsibility to contact:

**Washburn Student Accessibility Services**

**MK Hunt, Assistant Director**

Location: Building A, Student Services North

Phone: 785-670-3364

E-Mail: [mk.hunt@washburn.edu](mailto:mk.hunt@washburn.edu)

**Non-Discrimination**

Washburn University [prohibits discrimination](#) on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. The following person has been designated to handle inquiries regarding the non-discrimination policies: Michelle Godinet, Equal Opportunity Director/Title IX Coordinator, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621, 785.670.1509, [godirector@washburn.edu](mailto:godirector@washburn.edu).

**WASHBURN**  
UNIVERSITY  
**INSTITUTE OF TECHNOLOGY**  
**Technical Standards**

**AUTO COLLISION**

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Auto Collision Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<p>Candidate/Student must have the ability to perform physical activities that require considerable use of your hands, arms, legs and moving your whole body.</p> <ul style="list-style-type: none"> <li>• Arm-Hand Steadiness</li> <li>• Manual Dexterity</li> <li>• Finger Dexterity</li> <li>• Control Precision</li> <li>• Multi-limb Coordination</li> <li>• Static Strength</li> <li>• Extent Flexibility</li> <li>• Reaction Time</li> <li>• Trunk Strength</li> <li>• Gross Body Coordination</li> <li>• Wrist-Finger Speed</li> <li>• Speed of Limb Movement</li> <li>• Dynamic Strength</li> <li>• Stamina</li> <li>• Lifting Strength</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.</li> <li>• The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.</li> <li>• The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.</li> <li>• The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.</li> <li>• The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.</li> <li>• The ability to exert maximum muscle force to lift, push, pull, or carry objects.</li> <li>• The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.</li> <li>• The ability to quickly respond (with the hand, finger, or foot) to a signal (sound, light, picture) when it appears.</li> <li>• The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.</li> <li>• The ability to coordinate the movement of</li> </ul>

		<p>your arms, legs, and torso together when the whole body is in motion.</p> <ul style="list-style-type: none"> <li>• The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.</li> <li>• The ability to quickly move the arms and legs.</li> <li>• The ability to exert muscle force repeatedly or continuously over time. This involves muscular endurance and resistance to muscle fatigue.</li> <li>• The ability to exert yourself physically over long periods of time without getting winded or out of breath.</li> <li>• The ability to lift 50 lbs of weight</li> </ul>
<b>Critical Thinking/ Observation/ Reasoning Skills</b>	<p>Candidate/Student must be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.</p> <ul style="list-style-type: none"> <li>• Problem Sensitivity</li> <li>• Deductive Reasoning</li> <li>• Inductive Reasoning</li> <li>• Information Ordering</li> <li>• Perceptual Speed</li> <li>• Selective Attention</li> <li>• Visualization</li> <li>• Category Flexibility</li> <li>• Speed of Closure</li> <li>• Memorization</li> <li>• Originality</li> <li>• Response Orientation</li> <li>• Spatial Orientation</li> <li>• Mathematical Reasoning</li> <li>• Time Sharing</li> <li>• Rate Control</li> <li>• Number Facility</li> <li>• Work Independently</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.</li> <li>• The ability to apply general rules to specific problems to produce answers that make sense.</li> <li>• The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).</li> <li>• The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).</li> <li>• The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material</li> <li>• The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.</li> <li>• The ability to concentrate on a task over a period of time without being distracted.</li> <li>• The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.</li> <li>• The ability to generate or use different sets of rules for combining or grouping things in different ways.</li> <li>• The ability to quickly make sense of,</li> </ul>

		<p>combine, and organize information into meaningful patterns.</p> <ul style="list-style-type: none"> <li>• The ability to remember information such as words, numbers, pictures, and procedures.</li> <li>• The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.</li> <li>• The ability to choose quickly between two or more movements in response to two or more different signals (lights, sounds, pictures). It includes the speed with which the correct response is started with the hand, foot, or other body part.</li> <li>• The ability to know your location in relation to the environment or to know where other objects are in relation to you.</li> <li>• The ability to choose the right mathematical methods or formulas to solve a problem.</li> <li>• The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).</li> <li>• The ability to time your movements or the movement of a piece of equipment in anticipation of changes in the speed and/or direction of a moving object or scene.</li> <li>• The ability to add, subtract, multiply, or divide quickly and correctly.</li> </ul>
<b>Sensory Abilities</b>	<p>Candidate/Student must have the ability to use their five senses.</p> <ul style="list-style-type: none"> <li>• Near Vision</li> <li>• Hearing Sensitivity</li> <li>• Auditory Attention</li> <li>• Depth Perception</li> <li>• Far Vision</li> <li>• Visual Color Discrimination</li> <li>• Night Vision</li> <li>• Sound Localization</li> <li>• Peripheral Vision</li> <li>• Glare Sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to see details at close range (within a few feet of the observer).</li> <li>• The ability to detect or tell the differences between sounds that vary in pitch and loudness.</li> <li>• The ability to focus on a single source of sound in the presence of other distracting sounds.</li> <li>• The ability to judge which of several objects is closer or farther away from you, or to judge the distance between you and an object.</li> <li>• The ability to see details at a distance.</li> <li>• The ability to match or detect differences between colors, including shades of color and brightness.</li> <li>• The ability to see under low light conditions.</li> <li>• The ability to tell the direction from which a sound originated.</li> <li>• The ability to see objects or movement of objects to one's side when the eyes are looking ahead.</li> <li>• The ability to see objects in the presence of glare or bright lighting.</li> </ul>

<b>Behavioral / Social Skills and Professionalism</b>	<p>Candidate/Student must have sufficient personal skills for successful interactions with customers, colleagues, supervisors, and from a variety of social, emotional, cultural, and intellectual backgrounds. This will include:</p> <ul style="list-style-type: none"> <li>• Must be able to work independently in the program.</li> <li>• Must possess the emotional well-being required for use of their intellectual abilities, the exercise of sound judgment, the prompt completion of all responsibilities in the classroom and for lab projects.</li> <li>• Must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as when dealing with clients, colleagues, and industry situations.</li> <li>• Must have the ability to develop organizational skills necessary to meet deadlines and manage time.</li> <li>• Student will be expected to learn and demonstrate workplace responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Have face-to-face discussions with individuals in work areas. Have good personal hygiene, professional conduct, and appearance.</li> <li>• Be willing to work with others building team skills.</li> <li>• Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation.</li> <li>• Maintain client confidentiality.</li> <li>• Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude.</li> <li>• Be careful about detail and thoroughness in completing work tasks.</li> <li>• Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations</li> </ul>
<b>Communication Skills</b>	<p>Candidate/Student must be able to communicate not only in speech but reading and writing in English. This will include:</p> <ul style="list-style-type: none"> <li>• Sensitivity</li> <li>• English Communication</li> <li>• Oral Comprehension</li> <li>• Oral Expression</li> <li>• Speech Clarity</li> <li>• Written Comprehension</li> <li>• Speech Recognition</li> <li>• Fluency of Ideas</li> <li>• Written Expression</li> </ul>	<ul style="list-style-type: none"> <li>• Display sensitivity to multicultural and multilingual needs.</li> <li>• Communicate in Standard English with faculty, peers, customers, and others orally and in writing.</li> <li>• The ability to listen to and understand information and ideas presented through spoken words and sentences.</li> <li>• The ability to communicate information and ideas in speaking so others will understand.</li> <li>• The ability to speak clearly so others can understand you.</li> <li>• The ability to read and understand information and ideas presented in writing.</li> <li>• The ability to identify and understand the speech of another person.</li> <li>• The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).</li> <li>• The ability to communicate information and ideas in writing so others will understand.</li> </ul>

<b>Working Conditions</b>	<p>Candidate/Student will work:</p> <ul style="list-style-type: none"> <li>• Exposed to Contaminants</li> <li>• In an Enclosed Vehicle or Equipment</li> <li>• Spend Time Using Your Hands to Handle, Control, or Feel Objects, Tools, or Controls</li> <li>• Experience Time Pressure</li> <li>• Have Freedom to Make Decisions</li> <li>• Required to Be Exact or Accurate</li> <li>• Spend Time Standing</li> <li>• Have Interaction With Others</li> <li>• Have Face-to-Face Discussions</li> <li>• Exposed to Minor Burns, Cuts, Bites, or Stings</li> <li>• Exposed to Sounds, Noise Levels Can Be Distracting or Uncomfortable</li> <li>• Exposed to Hazardous Equipment</li> <li>• Cramped Work Space, Awkward Positions</li> <li>• Wear Common Protective or Safety Equipment such as Safety Shoes, Glasses, Gloves, or Hearing Protection</li> </ul>	<p>While most automotive service technicians worked a standard 40-hour week in 2006, 30 percent worked longer hours. Some may work evenings and weekends to satisfy customer service needs. Generally, service technicians work indoors in well-ventilated and -lighted repair shops. However, some shops are drafty and noisy. Although many problems can be fixed with simple computerized adjustments, technicians frequently work with dirty and greasy parts, and in awkward positions. They often lift heavy parts and tools. Minor cuts, burns, and bruises are common, but technicians can usually avoid serious accidents if safe practices are observed.</p> <p>Source: Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook, 2008-09 Edition</i>, Automotive Service Technicians and Mechanics,</p> <p><b>NOTE:</b> At time of employment, must have a valid Driver's License, be insurable – to allow test driving of customer vehicles, and expected to pass a drug test.</p> <p><b>Students will not be able to drive vehicles while in training in the Auto Program without a valid Driver's License.</b></p> <p><b>NOTE:</b> At time of employment may be expected to have a resume, a Social Security Number or documentation to legally work in the United States and pass a background check.</p>
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## Technical Standards

### AUTOMOTIVE SERVICE TECHNICIAN (Certificate A and/or Certificate C)

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Automotive Service Technician Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

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		<p>whole body is in motion.</p> <ul style="list-style-type: none"> <li>• The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.</li> <li>• The ability to quickly move the arms and legs.</li> <li>• The ability to exert muscle force repeatedly or continuously over time. This involves muscular endurance and resistance to muscle fatigue.</li> <li>• The ability to exert yourself physically over long periods of time without getting winded or out of breath.</li> <li>• The ability to lift 50 lbs of weight</li> </ul>
<b>Critical Thinking/ Observation/ Reasoning Skills</b>	<p>Candidate/Student must be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.</p> <ul style="list-style-type: none"> <li>• Problem Sensitivity</li> <li>• Deductive Reasoning</li> <li>• Inductive Reasoning</li> <li>• Information Ordering</li> <li>• Flex Perceptual Speed</li> <li>• Selective Attention</li> <li>• Visualization</li> <li>• Category Flexibility</li> <li>• Speed of Closure</li> <li>• Memorization</li> <li>• Originality</li> <li>• Response Orientation</li> <li>• Spatial Orientation</li> <li>• Mathematical Reasoning</li> <li>• Time Sharing</li> <li>• Rate Control</li> <li>• Number Facility</li> <li>• Work Independently</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.</li> <li>• The ability to apply general rules to specific problems to produce answers that make sense.</li> <li>• The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).</li> <li>• The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).</li> <li>• The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material</li> <li>• The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.</li> <li>• The ability to concentrate on a task over a period of time without being distracted.</li> <li>• The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.</li> <li>• The ability to generate or use different sets of rules for combining or grouping things in different ways.</li> <li>• The ability to quickly make sense of, combine, and organize information into meaningful patterns.</li> <li>• The ability to remember information such as words, numbers, pictures, and procedures.</li> <li>• The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.</li> <li>• The ability to choose quickly between two or</li> </ul>

		<p>more movements in response to two or more different signals (lights, sounds, pictures). It includes the speed with which the correct response is started with the hand, foot, or other body part.</p> <ul style="list-style-type: none"> <li>• The ability to know your location in relation to the environment or to know where other objects are in relation to you.</li> <li>• The ability to choose the right mathematical methods or formulas to solve a problem.</li> <li>• The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).</li> <li>• The ability to time your movements or the movement of a piece of equipment in anticipation of changes in the speed and/or direction of a moving object or scene.</li> <li>• The ability to add, subtract, multiply, or divide quickly and correctly.</li> </ul>
<b>Sensory</b>	<p>Candidate/Student must have the ability to use their five senses.</p> <ul style="list-style-type: none"> <li>• Near Vision</li> <li>• Hearing Sensitivity</li> <li>• Auditory Attention</li> <li>• Depth Perception</li> <li>• Far Vision</li> <li>• Visual Color Discrimination</li> <li>• Night Vision</li> <li>• Sound Localization</li> <li>• Peripheral Vision</li> <li>• Glare Sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to see details at close range (within a few feet of the observer).</li> <li>• The ability to detect or tell the differences between sounds that vary in pitch and loudness.</li> <li>• The ability to focus on a single source of sound in the presence of other distracting sounds.</li> <li>• The ability to judge which of several objects is closer or farther away from you, or to judge the distance between you and an object.</li> <li>• The ability to see details at a distance.</li> <li>• The ability to match or detect differences between colors, including shades of color and brightness.</li> <li>• The ability to see under low light conditions.</li> <li>• The ability to tell the direction from which a sound originated.</li> <li>• The ability to see objects or movement of objects to one's side when the eyes are looking ahead.</li> <li>• The ability to see objects in the presence of glare or bright lighting.</li> </ul>

<b>Behavioral / Social Skills and Professionalism</b>	<p>Candidate/Student must have sufficient personal skills for successful interactions with customers, colleagues, supervisors, and from a variety of social, emotional, cultural, and intellectual backgrounds. This will include:</p> <ul style="list-style-type: none"> <li>• Must be able to work independently in the program.</li> <li>• Must possess the emotional well-being required for use of their intellectual abilities, the exercise of sound judgment, the prompt completion of all responsibilities in the classroom and for lab projects.</li> <li>• Must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as when dealing with clients, colleagues, and industry situations.</li> <li>• Must have the ability to develop organizational skills necessary to meet deadlines and manage time.</li> <li>• Student will be expected to learn and demonstrate workplace responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Have face-to-face discussions with individuals in work areas. Have good personal hygiene, professional conduct, and appearance.</li> <li>• Be willing to work with others building team skills.</li> <li>• Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation.</li> <li>• Maintain client confidentiality.</li> <li>• Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude.</li> <li>• Be careful about detail and thoroughness in completing work tasks.</li> <li>• Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations</li> </ul>
<b>Communication Skills</b>	<p>Candidate/Student must be able to communicate not only in speech but reading and writing in English. This will include:</p> <ul style="list-style-type: none"> <li>• Sensitivity</li> <li>• English Communication</li> <li>• Oral Comprehension</li> <li>• Oral Expression</li> <li>• Speech Clarity</li> <li>• Written Comprehension</li> <li>• Speech Recognition</li> <li>• Fluency of Ideas</li> <li>• Written Expression</li> </ul>	<ul style="list-style-type: none"> <li>• Display sensitivity to multicultural and multilingual needs.</li> <li>• Communicate in standard English with faculty, peers, customers, and others orally and in writing.</li> <li>• The ability to listen to and understand information and ideas presented through spoken words and sentences.</li> <li>• The ability to communicate information and ideas in speaking so others will understand.</li> <li>• The ability to speak clearly so others can understand you.</li> <li>• The ability to read and understand information and ideas presented in writing.</li> <li>• The ability to identify and understand the speech of another person.</li> <li>• The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).</li> <li>• The ability to communicate information and ideas in writing so others will understand.</li> </ul>

<p><b>Working Conditions</b></p>	<p>Candidate/Student will work:</p> <ul style="list-style-type: none"> <li>• Exposed to Contaminants</li> <li>• In an Enclosed Vehicle or Equipment</li> <li>• Spend Time Using Your Hands to Handle, Control, or Feel Objects, Tools, or Controls</li> <li>• Experience Time Pressure</li> <li>• Have Freedom to Make Decisions</li> <li>• Required to Be Exact or Accurate</li> <li>• Spend Time Standing</li> <li>• Have Interaction With Others</li> <li>• Have Face-to-Face Discussions</li> <li>• Exposed to Minor Burns, Cuts, Bites, or Stings</li> <li>• Exposed to Sounds, Noise Levels Can Be Distracting or Uncomfortable</li> <li>• Exposed to Hazardous Equipment</li> <li>• Cramped Work Space, Awkward Positions</li> <li>• Wear Common Protective or Safety Equipment such as Safety Shoes, Glasses, Gloves, or Hearing Protection</li> </ul>	<p>While most automotive service technicians worked a standard 40-hour week in 2006, 30 percent worked longer hours. Some may work evenings and weekends to satisfy customer service needs. Generally, service technicians work indoors in well-ventilated and -lighted repair shops. However, some shops are drafty and noisy. Although many problems can be fixed with simple computerized adjustments, technicians frequently work with dirty and greasy parts, and in awkward positions. They often lift heavy parts and tools. Minor cuts, burns, and bruises are common, but technicians can usually avoid serious accidents if safe practices are observed.</p> <p>Source: Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook, 2008-09 Edition</i>, Automotive Service Technicians and Mechanics,</p> <p><b>NOTE:</b> At time of employment, must have a valid Driver's License, be insurable – to allow test driving of customer vehicles, and expected to pass a drug test  <b>Students will not be able to drive vehicles while in training in the Auto Program without a valid Driver's License.</b></p> <p><b>NOTE:</b> At time of employment may be expected to have a resume, a Social Security Number or documentation to legally work in the United States and pass a background check.</p> <p>NOTE: Students must have the ability to access the internet. Up to 25% of required course materials are accessed outside of scheduled course times.</p>
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**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN AUTOMOTIVE**  
**SERVICE TECHNICIAN.**  
Washburn Institute of Technology

**OFFICE USE  
ONLY**  
Date Received

**CHECK ALL THAT APPLY.**

\_\_\_\_\_ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the **Automotive Service Technician Program**.

\_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.

\_\_\_\_\_ I would like to discuss the Standards checked below.

\_\_\_\_\_ A. Physical Demands / Motor Skills

\_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills

\_\_\_\_\_ C. Behavioral / Social Skills and Professionalism

\_\_\_\_\_ D. Communication Skills

\_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

**Disability**

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If you are a student with a disability that may substantially limit your ability to participate in this class and believe you will need accommodations, it is your responsibility to contact:

**Washburn Student Accessibility Services**

**MK Hunt, Assistant Director**

Location: Building A, Student Services North

Phone: 785-670-3364

E-Mail: [mk.hunt@washburn.edu](mailto:mk.hunt@washburn.edu)

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## Technical Standards

### CABINET/MILLWORK

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Cabinet/Millwork Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must have the ability to perform physical activities that require considerable use of your hands, arms and legs and moving your whole body. This will include Extent Flexibility, Finger Dexterity, Manual Dexterity, Arm-Hand Steadiness, Trunk Strength, and Control Precision</li> </ul>	<ul style="list-style-type: none"> <li>• Have the ability to bend Candidate/Student must have the ability to perform physical activities that require considerable use of your hands, arms and legs and moving your whole body. This will include Extent Flexibility, Finger Dexterity, Manual Dexterity, Arm-Hand Steadiness, Trunk Strength, and Control Precision, stretch, twist, or reach with your body, arms, and/or legs and doing such movements as climbing, lifting, balancing, walking, stooping, and handling of materials.</li> <li>• The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.</li> <li>• Have the ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.</li> <li>• Must have the ability to lift 50 lbs. of weight. Ex. lifting power tools, compressors, various tools, and construction materials.</li> <li>• Have the ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.</li> </ul>
<b>Critical Thinking/ Observation/ Sensory/</b>	Must be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.	<ul style="list-style-type: none"> <li>• Demonstrate problem solving skills.</li> <li>• Understanding written sentences and paragraphs in work related documents.</li> <li>• Determining causes of operating errors and deciding what to do about it.</li> <li>• These observations require the</li> </ul>



<b>Reasoning Skills</b>		<p>functional use of vision, hearing, and other sensory modalities.</p> <ul style="list-style-type: none"> <li>• Combine pieces of information to form general rules or conclusions and to apply general rules to specific problems to produce answers that make sense.</li> <li>• Recognize abnormal mechanical sounds.</li> <li>• Recognize unusual smells such as motors and transformers burning.</li> <li>• Seeing abnormal conditions occurring in machinery operation.</li> <li>• Measure for building and determining size for cabinetry and be able to square, level, and secure cabinetry.</li> </ul>
<b>Behavioral / Social Skills and Professionalism</b>	Must have sufficient personal skills for successful interactions with customers, colleagues, supervisors, and from a variety of social, emotional, cultural, and intellectual backgrounds.	<ul style="list-style-type: none"> <li>• Have face-to-face discussions with individuals in work areas. Have good personal hygiene, professional conduct, and appearance.</li> <li>• Be willing to work with others building team skills.</li> <li>• Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation.</li> <li>• Maintain client confidentiality.</li> <li>• Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude.</li> <li>• Be careful about detail and thoroughness in completing work tasks.</li> <li>• Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations.</li> </ul>
<b>Communication Skills</b>	Must be able to communicate not only in speech but reading and writing in English.	<ul style="list-style-type: none"> <li>• Write legibly, a thought on paper on how an operation of training equipment occurred.</li> <li>• Read and comprehend chapters in text and manuals and answer questions on the topics at hand.</li> <li>• Orally explain how you arrive at your completions on work stations.</li> <li>• English communication skills for necessary interaction with faculty, peers, customers, and others orally and in writing.</li> </ul>

<p><b>Working Conditions</b></p>	<p>Candidate/Student will be working with hazardous chemicals.</p> <p>NOTE: At time of employment may be expected to have a resume, a valid Driver's License, pass a drug test, and pass a background check.</p>	<ul style="list-style-type: none"> <li>• Work with solvents as well as mineral and synthetic oils.</li> <li>• Must be willing to perform at work stations with Safety in mind and will build on safety habits.</li> <li>• Must be willing to work at ladder heights, in attics, basements, crawl spaces, outside in hot and cold weather.</li> </ul> <p>NOTE: Many companies have specific requirements that must be met before hiring.</p>
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**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN CABINET/MILLWORK.**  
Washburn University Institute of Technology

**OFFICE USE  
ONLY**  
**Date Received**

**CHECK ALL THAT APPLY.**

- \_\_\_\_\_ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the **Cabinet/Millwork Program**.
- \_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.
- \_\_\_\_\_ I would like to discuss the Standards checked below.
- \_\_\_\_\_ A. Physical Demands / Motor Skills
- \_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills
- \_\_\_\_\_ C. Behavioral / Social Skills and Professionalism
- \_\_\_\_\_ D. Communication Skills
- \_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

**Disability**

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**MK Hunt, Assistant Director**

Location: Building A, Student Services North

Phone: 785-670-3364

E-Mail: [mk.hunt@washburn.edu](mailto:mk.hunt@washburn.edu)

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## Technical Standards

### CARPENTRY

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Carpentry Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

**NOTE-** This program, on occasion, works at job sites off campus. Students will be required to provide transportation to the job site.

<b>ABILITY</b>	<b>STANDARD</b>	<b>Some examples of necessary activities (not all inclusive)</b>
<b>Physical Demands / Motor Skills</b>	Must have the ability to perform physical activities that require considerable use of your hands, arms and legs and moving your whole body. This will include Extent Flexibility, Finger Dexterity, Manual Dexterity, Arm-Hand Steadiness, Trunk Strength, and Control Precision.	<ul style="list-style-type: none"> <li>*Have the ability to bend, stretch, twist, or reach with your body, arms, and/or legs and doing such movements as climbing, lifting, balancing, walking, stooping, and handling of materials.</li> <li>*The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.</li> <li>*Have the ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions</li> <li>*Must have the ability to lift 50 lbs of weight. EX: lifting compressor, power equipment, various tools, and construction materials.</li> <li>*Be physically active for long periods without getting tired or out of breath.</li> </ul>
<b>Critical Thinking/ Sensory/ Observation/ Reasoning Skills</b>	Must be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.	<ul style="list-style-type: none"> <li>*Demonstrate problem solving skills.</li> <li>*Understanding written sentences and paragraphs in work related documents.</li> <li>*Determining causes of operating errors and deciding what to do about it.</li> <li>*These observations require the functional use of vision, hearing, and other sensory modalities.</li> <li>*Combine pieces of information to form general rules or conclusions and to apply general rules to specific problems to produce answers that make sense.</li> <li>*Recognize abnormal mechanical sounds.</li> <li>*Recognize unusual smells such as motors and transformers burning.</li> <li>*Seeing abnormal conditions occurring in</li> </ul>

		<p>machinery operation.</p> <p>*Square a building using Geometry.</p>
<p><b>Behavioral / Social Skills and Professionalism</b></p>	<p>Must have sufficient personal skills for successful interactions with customers, colleagues, supervisors, and from a variety of social, emotional, cultural, and intellectual backgrounds.</p>	<p>*Have face-to-face discussions with individuals in work areas. Have good personal hygiene, professional conduct, and appearance.</p> <p>*Be willing to work with others building team skills.</p> <p>*Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation.</p> <p>*Maintain client confidentiality.</p> <p>*Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude.</p> <p>*Be careful about detail and thoroughness in completing work tasks.</p> <p>*Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations</p>
<p><b>Communication Skills</b></p>	<p>Must be able to communicate not only in speech but reading and writing in English.</p>	<p>*Write legibly, a thought on paper on how an operation of training equipment occurred.</p> <p>*Read and comprehend chapters in text and manuals and answer questions on the topics at hand.</p> <p>*Orally explain how you arrive at your completions on work stations.</p> <p>*English communication skills for necessary interaction with faculty, peers, customers, and others orally and in writing.</p>
<p><b>Working Conditions</b></p>	<p>Will be working with hazardous chemicals and high voltages.</p> <p><b>NOTE:</b> At time of employment may be expected to have a resume, a valid Driver's License, be EPA certified in refrigerant handling, pass a drug test, pass a background check, and documentation to legally work in the United States.</p>	<p>*Work with Refrigerants that will be disposed of through proper procedures and business agents. Work with Natural and Propane Gas in Heating equipment.</p> <p>*Work with Solvents, Oxy-Acetylene Torches as well as mineral and synthetic oils.</p> <p>* Measure and work with 120, 208, 240, 277 and 480 Volts.</p> <p>*Must be willing to wear hard hats, glasses, gloves, safety shoes.</p> <p>*Must be willing and able to work at ladder heights, in attics, basements, crawl spaces, outside in good and bad weather, etc.</p> <p><b>NOTE:</b> Many companies have specific requirements that must be met before hiring.</p>

**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN Carpentry Program.**  
Washburn Institute of Technology

**CHECK ALL THAT APPLY.**

- ☐ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the **Carpentry Program**.
- ☐ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.
- ☐ I would like to discuss the Standards checked below.
- ☐ A. Physical Demands / Motor Skills
- ☐ B. Critical Thinking /Sensory/Observation / Reasoning Skills
- ☐ C. Behavioral / Social Skills and Professionalism
- ☐ D. Communication Skills
- ☐ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

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Location: Building A, Student Services North

Phone: 785-670-3364

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**WASHBURN**  
UNIVERSITY  
**INSTITUTE OF TECHNOLOGY**

**Technical Standards**

**Cosmetology**

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Cosmetology Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<p style="text-align: center;"><b>Physical Demands / Motor Skills</b></p>	<ul style="list-style-type: none"> <li>• Candidate/Student must have the ability to perform physical activities that require considerable use of your hands, arms and legs and moving your whole body. This will include Extent Flexibility, Finger Dexterity, Manual Dexterity, Arm-Hand Steadiness, Trunk Strength, and Control Precision</li> </ul>	<ul style="list-style-type: none"> <li>• Have the ability to bend, stretch, twist, or reach with your body, arms, and/or legs and doing such movements as climbing, lifting, balancing, walking, squatting, and handling of materials.</li> <li>• Have the ability to stand for long periods of time and arms raised for long periods of time.</li> <li>• Wear shoes that support the foot/ankle (no heels).</li> <li>• Have the ability to tolerate exposure to chemicals/fumes.</li> <li>• The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or place small objects.</li> <li>• Have the ability to adjust hand and body positions.</li> <li>• Have the ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without ‘giving out’ or fatiguing.</li> </ul>

<p><b>Critical Thinking/ Observation/ Sensory/ Reasoning Skills</b></p>	<ul style="list-style-type: none"> <li>• Candidate/Student must be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.</li> <li>• Candidate must have good study habits.</li> <li>• Must be able to be attentive in the classroom, observe, and follow directions in demonstrations and actively participate in lab classes.</li> <li>• Must have visual perception.</li> <li>• Must be able to problem solve and diagnose including obtaining, interpreting, and documenting</li> <li>• Must have ability to work with diverse groups of people and/or work one-on-one or in pairs.</li> <li>• Must ask questions for clarification.</li> <li>• Must receive critique of work and handle constructive criticism.</li> <li>• Must show professionalism through attitude, demeanor and exhibit good emotional management.</li> <li>• Must have the ability to work with percentages, fractions, and ratios.</li> <li>• Must have the ability to work with degrees such as 0°, 45°, 90° and 180° in haircutting and hair designing.</li> <li>• Must be able to recognize when there is a problem or possible problem.</li> <li>• Make themselves aware of their surroundings by using their senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate problem solving skills.</li> <li>• Understanding written sentences and paragraphs in work related documents.</li> <li>• Analyze breakdown of tasks and perform said tasks.</li> <li>• These observations require the functional use of vision, hearing, and other sensory modalities.</li> <li>• Combine pieces of information to form general rules or conclusions and to apply general rules to specific problems to produce answers that make sense.</li> <li>• Read, understand using math fractions, percentages in hair design and chemical applications.</li> <li>• Recognize abnormal mechanical sounds and abnormal conditions occurring in tool operation.</li> <li>• Notice and respond appropriately to unusual smells such as hair burning.</li> </ul>
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<b>Behavioral / Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must have sufficient personal skills for successful interactions with customers, colleagues, and supervisors, in close proximity from a variety of social, emotional, cultural, and intellectual backgrounds.</li> <li>• Must possess the emotional well-being required for use of their intellectual abilities, the exercise of sound judgment, the prompt completion of all responsibilities in the classroom and for lab projects.</li> <li>• Must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as when dealing with clients, co-workers, and industry situations.</li> <li>• Must have the ability to develop organizational skills necessary to meet deadlines and manage time.</li> <li>• Student will be expected to learn and apply workplace responsibilities.</li> <li>• Student must maintain a 90% attendance rate.</li> </ul>	<ul style="list-style-type: none"> <li>• Have face-to-face discussions with individuals in work areas. Have good personal hygiene, professional conduct, and appearance.</li> <li>• Be willing to work with others building team skills.</li> <li>• Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation.</li> <li>• Maintain client confidentiality.</li> <li>• Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude.</li> <li>• Be careful about detail and thoroughness in completing work tasks.</li> <li>• Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations.</li> <li>• Attendance will influence progression through the program, passing grade of 75% or better in all courses, reliability regarding guest appointments and advanced trainings.</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must be able to communicate not only in speech but reading and writing in English.</li> <li>• Must be sensitive to multicultural and multilingual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, a thought on paper on how an operation of training equipment occurred.</li> <li>• Read chapters in text and manuals and answer questions on the topics at hand.</li> <li>• Orally explain how you arrive at your completions on work stations.</li> <li>• English communication skills for necessary interaction with faculty, peers, customers, and others orally and in writing.</li> </ul>

<p><b>Working Conditions and Licensure Expectations</b></p>	<ul style="list-style-type: none"> <li>• Must have the ability to work in various environments.</li> <li>• Must meet work environment criteria at time of employment.</li> <li>• Per Kansas Board of Cosmetology, any felony convictions must be reported to the board 90 days before program enrollment. The following hyperlink must be filled out and submitted to the board for approval. <a href="#">Felony Packet - Instructions and Forms.pdf</a></li> <li>• An individual who enrolls in a Kansas cosmetology, nail technology or esthetics school must obtain an apprentice license. Pursuant to K.S.A 65-1912.</li> <li>• On the first day of school, students must physically present current U.S. government issued photo identification (i.e., driver's license with picture, passport, state, or military identification card), signed by the bearer, Social Security (SS) card (The name on your application, ID and SS card must match exactly).</li> <li>• Upon program completion, student will apply for state licensure.</li> <li>• At time of employment must have resume, practioner license awarded by Kansas Board of Cosmetology, and means of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• The Student will handle potentially dangerous equipment such as cutting shears, razor with guard and hair clippers and trimmers.</li> <li>• Exposure to chemicals/fumes.</li> <li>• Participate in cleaning, disinfecting and sanitation of tools and equipment including sweeping mopping, and heavy trash removal.</li> <li>• Must be willing to perform at work stations with safety in mind and will build on safety habits.</li> </ul>
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**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN Cosmetology Program.**  
Washburn Institute of Technology

**OFFICE USE  
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Date Received**

**CHECK ALL THAT APPLY.**

- \_\_\_\_\_ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the **Cosmetology Program**.
- \_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.
- \_\_\_\_\_ I would like to discuss the Standards checked below.
- \_\_\_\_\_ A. Physical Demands / Motor Skills
- \_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills
- \_\_\_\_\_ C. Behavioral / Social Skills and Professionalism
- \_\_\_\_\_ D. Communication Skills
- \_\_\_\_\_ E. Working Conditions and Licensure Expectations

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

**Disability**

The Assistant Director for Student Accommodations is responsible for assisting in arranging accommodations and identifying resources at Washburn Tech for individuals with disabilities. Qualified students with disabilities **MUST** register and provide medical documentation from a qualified licensed professional with the office to be eligible for services. New requests for accommodations should be submitted prior to the date services should begin ideally at the beginning of the semester; however, contact the Assistant Director for Student Accommodations as soon as a need may arise. The Assistant Director for Student Accommodations coordinates and assists in arranging services it deems appropriate for eligible students on a case-by-case basis related to accommodations within Washburn Tech.

If you are a student with a disability that may substantially limit your ability to participate in this class and believe you will need accommodations, it is your responsibility to contact:

**Washburn Student Accessibility Services**

**MK Hunt, Assistant Director**

Location: Building A, Student Services North

Phone: 785-670-3364

E-Mail: [mk.hunt@washburn.edu](mailto:mk.hunt@washburn.edu)

**Non-Discrimination**

Washburn University [prohibits discrimination](#) on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. The following person has been designated to handle inquiries regarding the non-discrimination policies: Michelle Godinet, Equal Opportunity Director/Title IX Coordinator, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621, 785.670.1509, [codirector@washburn.edu](mailto:codirector@washburn.edu).

## Technical Standards

### CULINARY ARTS

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Culinary Arts Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<ul style="list-style-type: none"> <li>Candidate/Student must have the ability to perform physical activities that require considerable use of your hands, arms and legs and moving your whole body. This will include Extent Flexibility, Finger Dexterity, Manual Dexterity, Arm-Hand Steadiness, Trunk Strength, and Control Precision</li> </ul>	<ul style="list-style-type: none"> <li>Have the ability to bend, stretch, twist, or reach with your body, arms, and/or legs and doing such movements as climbing, lifting, balancing, walking, stooping, and handling of materials.</li> <li>The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or place small objects.</li> <li>Have the ability to quickly adjust the controls of a machine to exact positions</li> <li>Must have the ability to lift 50 lbs. of weight such as sacks of flour and other supplies and equipment.</li> <li>Have the ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.</li> </ul>
<b>Critical Thinking/ Observation/ Sensory/ Reasoning Skills</b>	<ul style="list-style-type: none"> <li>Candidate/Student must be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.</li> <li>Must be able to be attentive in the classroom, observe demonstrations and participate in lab classes.</li> <li>Must have visual perception</li> <li>Must be able to problem solve and diagnose including obtaining, interpreting, and documenting data.</li> <li>Must be able to recognize when</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate problem solving skills.</li> <li>Understanding written sentences and paragraphs in work related documents.</li> <li>Determining causes of preparation errors and deciding how to correct them.</li> <li>These observations require the functional use of vision, hearing, and other sensory modalities.</li> <li>Combine pieces of information to form general rules or conclusions and to apply general rules to specific problems to produce answers that make sense.</li> <li>Read, understand, and manipulate recipes using math fractions, percentages, decimals, metric to reduce, increase etc.</li> </ul>

	<p>there is a problem or possible problem.</p> <ul style="list-style-type: none"> <li>• Make themselves aware of their surroundings by using their senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize abnormal mechanical sounds and abnormal conditions occurring in machinery operation.</li> <li>• Notice and respond appropriately to unusual smells such as foods burning.</li> </ul>
<b>Behavioral / Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must have sufficient personal skills for successful interactions with customers, colleagues, and supervisors, in close proximity from a variety of social, emotional, cultural, and intellectual backgrounds.</li> <li>• Must possess the emotional well-being required for use of their intellectual abilities, the exercise of sound judgment, the prompt completion of all responsibilities in the classroom and for lab projects.</li> <li>• Must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as when dealing with clients, co-workers, and industry situations.</li> <li>• Must have the ability to develop organizational skills necessary to meet deadlines and manage time.</li> <li>• Student will be expected to learn and apply workplace responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Have face-to-face discussions with individuals in work areas. Have good personal hygiene, professional conduct, and appearance.</li> <li>• Be willing to work with others building team skills.</li> <li>• Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation.</li> <li>• Maintain client confidentiality.</li> <li>• Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude.</li> <li>• Be careful about detail and thoroughness in completing work tasks.</li> <li>• Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations.</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must be able to communicate not only in speech but reading and writing in English.</li> <li>• Must be sensitive to multicultural and multilingual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, a thought on paper on how an operation of training equipment occurred.</li> <li>• Read chapters in text and manuals and answer questions on the topics at hand.</li> <li>• Orally explain how you arrive at your completions on work stations.</li> <li>• English communication skills for necessary interaction with faculty, peers, customers, and others orally and in writing.</li> </ul>

<p><b>Working Conditions</b></p>	<ul style="list-style-type: none"> <li>• Must have the ability to work in various environments.</li> <li>• Must meet work environment criteria at time of employment.</li> <li>• At time of employment must have resume, a valid Driver's License, or other means of transportation, and may be expected to pass a drug test.</li> </ul>	<ul style="list-style-type: none"> <li>• The Student will handle potentially dangerous equipment such as knives, slicers, and mixers.</li> <li>• Control live flame and handle hot equipment.</li> <li>• Handle raw and cooked animal and vegetable food products, and taste foods used and produced.</li> <li>• Participate in sanitation and cleanup in hot and cold environments including sweeping mopping, dishwashing, and heavy trash removal.</li> <li>• Work with Natural Gas and Electric Cooking equipment.</li> <li>• Must be willing to perform at work stations with Safety in mind and will build on safety habits.</li> </ul>
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**TECHNICAL STANDARDS FOR ENROLLMENT IN Culinary Arts Program.**  
Washburn Institute of Technology

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- \_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.
- \_\_\_\_\_ I would like to discuss the Standards checked below.
- \_\_\_\_\_ A. Physical Demands / Motor Skills
- \_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills
- \_\_\_\_\_ C. Behavioral / Social Skills and Professionalism
- \_\_\_\_\_ D. Communication Skills
- \_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

**Disability**

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If you are a student with a disability that may substantially limit your ability to participate in this class and believe you will need accommodations, it is your responsibility to contact:

**Washburn Student Accessibility Services**

**MK Hunt, Assistant Director**

Location: Building A, Student Services North

Phone: 785-670-3364

E-Mail: [mk.hunt@washburn.edu](mailto:mk.hunt@washburn.edu)

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## Technical Standards

### DIESEL TECHNOLOGY

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Diesel Technology Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Critical Thinking/ Observation/ Reasoning Skills</b>	<p>Candidate/Student must be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.</p> <ul style="list-style-type: none"> <li>• Problem Sensitivity</li> <li>• Deductive Reasoning</li> <li>• Inductive Reasoning</li> <li>• Information Ordering</li> <li>• Flex Perceptual Speed</li> <li>• Selective Attention</li> <li>• Visualization</li> <li>• Category Flexibility</li> <li>• Speed of Closure</li> <li>• Memorization</li> <li>• Originality</li> <li>• Response Orientation</li> <li>• Spatial Orientation</li> <li>• Mathematical Reasoning</li> <li>• Time Sharing</li> <li>• Rate Control</li> <li>• Number Facility</li> <li>• Work Independently.</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.</li> <li>• The ability to apply general rules to specific problems to produce answers that make sense.</li> <li>• The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).</li> <li>• The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).</li> <li>• The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material</li> <li>• The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.</li> <li>• The ability to concentrate on a task over a period of time without being distracted.</li> <li>• The ability to imagine how something</li> </ul>



		<p>will look after it is moved around or when its parts are moved or rearranged.</p> <ul style="list-style-type: none"> <li>• The ability to generate or use different sets of rules for combining or grouping things in different ways.</li> <li>• The ability to quickly make sense of, combine, and organize information into meaningful patterns.</li> <li>• The ability to remember information such as words, numbers, pictures, and procedures.</li> <li>• The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.</li> <li>• The ability to choose quickly between two or more movements in response to two or more different signals (lights, sounds, pictures). It includes the speed with which the correct response is started with the hand, foot, or other body part.</li> <li>• The ability to know your location in relation to the environment or to know where other objects are in relation to you.</li> <li>• The ability to choose the right mathematical methods or formulas to solve a problem.</li> <li>• The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).</li> <li>• The ability to time your movements or the movement of a piece of equipment in anticipation of changes in the speed and/or direction of a moving object or scene.</li> <li>• The ability to add, subtract, multiply, or divide quickly and correctly.</li> </ul>
<b>Observation Skills</b>	<ul style="list-style-type: none"> <li>• Use observation skills to inspect and test components to determine root cause of failures and determine appropriate repair procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine readings on meters, gauges, scales, dials, EVA, and electronic scan tools.</li> <li>• Detect noises, vibrations, temperatures, and smells that indicate malfunctions.</li> <li>• Survey and select appropriate materials, tools, and equipment for maintenance and repairs.</li> <li>• Judge distance and spatial relationships of objects.</li> <li>• Recognize and interpret colors and textures of residue on parts.</li> </ul>

<b>Motor Skills</b>	<p>Candidate/Student must have the ability to perform physical activities that require considerable use of your hands, arms, legs and moving your whole body.</p> <ul style="list-style-type: none"> <li>• Arm-Hand Steadiness</li> <li>• Manual Dexterity</li> <li>• Finger Dexterity</li> <li>• Control Precision</li> <li>• Multi-limb Coordination</li> <li>• Static Strength</li> <li>• Extent Flexibility</li> <li>• Reaction Time</li> <li>• Trunk Strength</li> <li>• Gross Body Coordination</li> <li>• Wrist-Finger Speed</li> <li>• Speed of Limb Movement</li> <li>• Dynamic Strength</li> <li>• Stamina</li> <li>• Lifting Strength</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.</li> <li>• The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.</li> <li>• The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.</li> <li>• The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.</li> <li>• The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.</li> <li>• The ability to exert maximum muscle force to lift, push, pull, or carry objects.</li> <li>• The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.</li> <li>• The ability to quickly respond (with the hand, finger, or foot) to a signal (sound, light, picture) when it appears.</li> <li>• The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.</li> <li>• The ability to coordinate the movement of your arms, legs, and torso together when the whole body is in motion.</li> <li>• The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.</li> <li>• The ability to quickly move the arms and legs.</li> <li>• The ability to exert muscle force repeatedly or continuously over time. This involves muscular endurance and resistance to muscle fatigue.</li> <li>• The ability to exert yourself physically over long periods of time without getting winded or out of breath.</li> <li>• The ability to lift 50 lbs of weight.</li> </ul>
<b>Communication Skills</b>	<p>Candidate/Student must be able to communicate not only in speech but reading and writing in English. This will include:</p> <ul style="list-style-type: none"> <li>• Sensitivity</li> <li>• English Communication</li> <li>• Oral Comprehension</li> <li>• Oral Expression</li> <li>• Speech Clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain necessary information in oral and written form.</li> <li>• Express information coherently in oral and written form.</li> <li>• Use checklists to complete work and perform inspections.</li> <li>• Complete job sheets clearly specifying parts, materials, and services.</li> </ul>

	<ul style="list-style-type: none"> <li>• Written Comprehension</li> <li>• Speech Recognition</li> <li>• Fluency of Ideas</li> <li>• Written Expression</li> <li>• </li> </ul>	
<b>Professionalism and Behavioral Skills</b>	<p>Candidate/Student must have sufficient personal skills for successful interactions with customers, colleagues, supervisors, and from a variety of social, emotional, cultural, and intellectual backgrounds. This will include:</p> <ul style="list-style-type: none"> <li>• Must be able to work independently in the program.</li> <li>• Must possess the emotional well-being required for use of their intellectual abilities, the exercise of sound judgment, the prompt completion of all responsibilities in the classroom and for lab projects.</li> <li>• Must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as when dealing with clients, colleagues, and industry situations.</li> <li>• Must have the ability to develop organizational skills necessary to meet deadlines and manage time.</li> <li>• Student will be expected to learn and demonstrate workplace responsibilities.</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Have face-to-face discussions with individuals in work areas. Have good personal hygiene, professional conduct, and appearance.</li> <li>• Be willing to work with others building team skills.</li> <li>• Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation.</li> <li>• Maintain client confidentiality.</li> <li>• Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude.</li> <li>• Be careful about detail and thoroughness in completing work tasks.</li> <li>• Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations</li> <li>• Fulfill personal and shared responsibilities in an appropriate and timely manner.</li> <li>• Exercise good judgment.</li> <li>• Follow a safety procedure and rules of conduct for this class as well as all state and federal regulations. (May require drug testing at time of employment)</li> </ul>
<b>Working Conditions</b>	<p>Candidate/Student will work:</p> <ul style="list-style-type: none"> <li>• Exposed to Contaminants</li> <li>• In an Enclosed Vehicle or Equipment</li> <li>• Spend Time Using Your Hands to Handle, Control, or Feel Objects, Tools, or Controls</li> <li>• Experience Time Pressure</li> <li>• Have Freedom to Make Decisions</li> <li>• Required to Be Exact or Accurate</li> <li>• Spend Time Standing</li> <li>• Have Interaction With Others</li> <li>• Have Face-to-Face Discussions</li> <li>• Exposed to Minor Burns, Cuts, Bites, or Stings</li> <li>• Exposed to Sounds, Noise Levels Can Be Distracting or Uncomfortable</li> <li>• Exposed to Hazardous Equipment</li> <li>• Cramped Work Space, Awkward</li> </ul>	<ul style="list-style-type: none"> <li>• Work for long periods with exposure to:</li> <li>• Extreme noise</li> <li>• Extreme heat</li> <li>• Sharp tools and materials</li> <li>• Electrical equipment</li> <li>• Chemicals</li> <li>• Dust and fumes</li> <li>• Machinery with moving parts</li> <li>• Moving objects and vehicles (CDL may be required)</li> <li>• Slippery and uneven surfaces</li> <li>• Variations in lighting and light sources</li> </ul>

	<p>Positions</p> <ul style="list-style-type: none"><li>• Wear Common Protective or Safety Equipment such as Safety Shoes, Glasses, Gloves, or Hearing Protection</li></ul>	
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**TECHNICAL STANDARDS FOR ENROLLMENT IN DIESEL TECHNOLOGY.**  
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**CHECK ALL THAT APPLY.**

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\_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.

\_\_\_\_\_ I would like to discuss the Standards checked below.

\_\_\_\_\_ A. Physical Demands / Motor Skills

\_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills

\_\_\_\_\_ C. Behavioral / Social Skills and Professionalism

\_\_\_\_\_ D. Communication Skills

\_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

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### **Washburn Student Accessibility Services**

#### **MK Hunt, Assistant Director**

Location: Building A, Student Services North

Phone: 785-670-3364

E-Mail: [mk.hunt@washburn.edu](mailto:mk.hunt@washburn.edu)

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## Technical Standards

### EARLY CHILDHOOD EDUCATION

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Early Childhood Education Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<ul style="list-style-type: none"> <li>• Applicant/Student must possess sufficient physical strength, flexibility, mobility, and dexterity to ensure children's safety and to perform education and care routines for children and program requirements.</li> <li>• Applicant/Student must possess ability to provide safe and nurturing interactions to promote healthy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate materials and equipment such as scissors, puzzles, computers, etc.</li> <li>• Safely lift and transport children (20-50lbs.) during care routines, such as diapering, feeding, etc.</li> <li>• Interact with children at varying heights, crawling, dancing, stretching, climbing, sitting on floor, etc.</li> <li>• Evacuate children in case of emergency.</li> <li>• Move quickly to respond to safety needs of children.</li> </ul>
<b>Critical Thinking/ Sensory/ Observation/ Reasoning Skills</b>	<ul style="list-style-type: none"> <li>• Applicant/Student must be able to apply concepts from child development research and best practices in the field to work effectively with children and their families.</li> <li>• Applicant/Student must be responsible for classroom and lab curriculum activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Do simple research using library and internet resources.</li> <li>• Solve interpersonal problems with and between children.</li> <li>• Maintain a record of assignments and responsibilities.</li> <li>• Complete daily assignments and projects in a timely manner.</li> <li>• Work independently and stay on task.</li> <li>• Make decisions about program environment and curriculum, lesson plans, activities, etc.</li> <li>• Resolve issues involving children, staff and /or families</li> </ul>

	<ul style="list-style-type: none"> <li>• Applicant/Student must be able to assess children's behavior and environment for care and safety.</li> </ul>	<p>following the Child Care Standard of Conduct.</p> <ul style="list-style-type: none"> <li>• Be able to read and understand text books, product and equipment instructions, parent correspondence, staff instructions written or spoken in English.</li> <li>• Perceive children's verbal and nonverbal cues and respond appropriately.</li> <li>• Scan environment and facilities for safety concerns.</li> </ul>
<b>Behavioral / Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Applicant/Student must behave appropriately and safely in a child care environment.</li> <li>• Applicant/Student must be able to adapt to changing environment, to display flexibility, and to learn to function when faced with uncertainties.</li> <li>• Applicant/Student must be able to follow work ethics appropriate to the industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate maturity and sensitivity in dealing with children and adults.</li> <li>• Exercise good judgment to respond promptly and responsibly to children's needs.</li> <li>• Work cooperatively with team members, honestly and ethically.</li> <li>• Use appropriate interpersonal skills (Child Care Standards of Conduct and Code of Ethical Conduct)</li> <li>• Be reliable, responsible and fulfill obligations.</li> <li>• Maintain confidentiality of children's and families' information.</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Applicant/Student must be able to communicate effectively, orally and written, in English to gather and convey information and guidance.</li> <li>• Applicant/Student must be able to effectively speak/read in front of a group of children and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Communications include not only speech, but also non-verbal, reading, and writing.</li> <li>• Share information with children, families, and colleagues, using confidentiality when needed.</li> <li>• Understand and respond to information received from children, families, and colleagues.</li> <li>• Write legible, complete sentences, paragraphs, and thoughts to correspond with parents, complete assignments and communicate with staff and peers.</li> </ul>

		<ul style="list-style-type: none"> <li>Orally read children's literature using fluency and expression to help convey meaning.</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>Applicant/Student must function safely in a childcare Lab and playground.</li> <li>Applicant/Student must be able to meet the prerequisites for a licensed facility.</li> <li>At time of employment must have resume, a valid Driver's License, or other means of transportation, and may be expected to pass a drug test.</li> </ul>	<p>Work for prolonged periods amidst:</p> <ul style="list-style-type: none"> <li>Dirt, dust, odors, and residue from cleaning products</li> <li>Soiled diapers and /or clothing</li> <li>Follow procedures for handling and disposing of the above.</li> <li>Do daily routine cleaning.</li> <li>Follow safety procedures.</li> <li>Be able to pass a KBI background check, a current TB test and health assessment.</li> </ul>



**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN EARLY CHILDHOOD EDUCATION.**  
Washburn Institute of Technology

**OFFICE USE  
ONLY  
Date Received**

**CHECK ALL THAT APPLY.**

- \_\_\_\_\_ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the **Early Childhood Education Program**.
- \_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.
- \_\_\_\_\_ I would like to discuss the Standards checked below.
- \_\_\_\_\_ A. Physical Demands / Motor Skills
- \_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills
- \_\_\_\_\_ C. Behavioral / Social Skills and Professionalism
- \_\_\_\_\_ D. Communication Skills
- \_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

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## Technical Standards

### ELECTRICAL TECHNOLOGY

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Electrical Technology Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

**NOTE-** This program, on occasion, works at job sites off campus. Students will be required to provide transportation to the job site.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	Must have the ability to perform physical activities that require considerable use of your hands, arms and legs and moving your whole body. This will include Extent Flexibility, Finger Dexterity, Manual Dexterity, Arm-Hand Steadiness, Trunk Strength, and Control Precision.	<ul style="list-style-type: none"> <li>*Have the ability to bend, stretch, twist, or reach with your body, arms, and/or legs and doing such movements as climbing, lifting, balancing, walking, stooping, and handling of materials.</li> <li>*The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.</li> <li>*Have the ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions</li> <li>*Must have the ability to lift 50 lbs of weight. EX: lifting compressor, power equipment, various tools, and construction materials.</li> <li>*Be physically active for long periods without getting tired or out of breath.</li> </ul>
<b>Critical Thinking/ Sensory/ Observation/ Reasoning Skills</b>	Must be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.	<ul style="list-style-type: none"> <li>*Demonstrate problem solving skills.</li> <li>*Understanding written sentences and paragraphs in work related documents.</li> <li>*Determining causes of operating errors and deciding what to do about it.</li> <li>*These observations require the functional use of vision, hearing, and other sensory modalities.</li> <li>*Combine pieces of information to form general rules or conclusions and to apply general rules to specific problems to produce answers that make sense.</li> <li>*Recognize abnormal mechanical sounds.</li> <li>*Recognize unusual smells such as motors and transformers burning.</li> <li>*Seeing abnormal conditions occurring in</li> </ul>

		<p>machinery operation.</p> <p>*Square a building using Geometry.</p>
<p><b>Behavioral / Social Skills and Professionalism</b></p>	<p>Must have sufficient personal skills for successful interactions with customers, colleagues, supervisors, and from a variety of social, emotional, cultural, and intellectual backgrounds.</p>	<p>*Have face-to-face discussions with individuals in work areas. Have good personal hygiene, professional conduct, and appearance.</p> <p>*Be willing to work with others building team skills.</p> <p>*Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation.</p> <p>*Maintain client confidentiality.</p> <p>*Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude.</p> <p>*Be careful about detail and thoroughness in completing work tasks.</p> <p>*Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations</p>
<p><b>Communication Skills</b></p>	<p>Must be able to communicate not only in speech but reading and writing in English.</p>	<p>*Write legibly, a thought on paper on how an operation of training equipment occurred.</p> <p>*Read and comprehend chapters in text and manuals and answer questions on the topics at hand.</p> <p>*Orally explain how you arrive at your completions on work stations.</p> <p>*English communication skills for necessary interaction with faculty, peers, customers, and others orally and in writing.</p>
<p><b>Working Conditions</b></p>	<p>Will be working with hazardous chemicals and high voltages.</p> <p><b>NOTE:</b> At time of employment may be expected to have a resume, a valid Driver's License, be EPA certified in refrigerant handling, pass a drug test, pass a background check, and documentation to legally work in the United States.</p>	<p>*Work with Refrigerants that will be disposed of through proper procedures and business agents. Work with Natural and Propane Gas in Heating equipment.</p> <p>*Work with Solvents, Oxy-Acetylene Torches as well as mineral and synthetic oils.</p> <p>* Measure and work with 120, 208, 240, 277 and 480 Volts.</p> <p>*Must be willing to wear hard hats, glasses, gloves, safety shoes.</p> <p>*Must be willing and able to work at ladder heights, in attics, basements, crawl spaces, outside in good and bad weather, etc.</p> <p><b>NOTE:</b> Many companies have specific requirements that must be met before hiring.</p>

**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN Electrical Technology Program.**  
Washburn Institute of Technology

**CHECK ALL THAT APPLY.**

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- \_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.
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- \_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills
- \_\_\_\_\_ C. Behavioral / Social Skills and Professionalism
- \_\_\_\_\_ D. Communication Skills
- \_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

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## Technical Standards

### EMR / EMT / AEMT

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **EMR / EMT/ AEMT Programs**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the programs, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Sensory/Motor Ability</b>	<ul style="list-style-type: none"> <li>The student must be able to use motor skills to perform patient exams, laboratory procedures and other clinical maneuvers. Students must be able to execute gross and fine motor movements required to provide assessment, general care, and emergency treatment of patients.</li> </ul>	<ul style="list-style-type: none"> <li>Administering CPR to appropriate patients.</li> <li>Using the assessment skills of inspection, use of palpation, percussion, and auscultation.</li> <li>Assisting in moving and lifting clients, and equipment using proper body mechanics.</li> <li>Lifting a minimum of 50 pounds without restrictions.</li> <li>Standing for a minimum of two hours.</li> <li>Walking for a minimum of six hours, not necessarily continuously.</li> <li>Demonstrating the ability to perform a variety of clinical skills.</li> <li>Working independently and under the supervision of a Paramedic.</li> </ul>
<b>Observation</b>	<ul style="list-style-type: none"> <li>The student must be able to use assessment skills such as observing faculty demonstrations, obtaining a health history from the patient, and directly observing a patient's health condition.</li> <li>Students must be able to perform the sensory skills necessary to assess a patient's health status accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Auscultating with a stethoscope to assess blood pressure, heart, lung and abdominal sounds.</li> <li>Visually observing patient changes including color changes.</li> <li>Accurately reading calibrations on syringes and measuring devices.</li> </ul>

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Student must be able to communicate with the members of the patient's health care team regarding the patient's condition in settings where communication may be oral, written, and succinct.</li> <li>• Student must be able to speak, hear, and observe patients in order to obtain complete and accurate assessments of patient status. Communication includes speaking, reading, writing, and using non-verbal behavior that reflect sensitivity, clarity, and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiating and maintaining a therapeutic patient relationship.</li> <li>• Sharing patient information with pertinent members of the health team.</li> <li>• Giving verbal or written reports.</li> <li>• Documenting accurately and clearly in written or electronic form.</li> <li>• Providing patient/family teaching that results in mutual understanding.</li> <li>• Understanding verbal, written or computer-generated information.</li> <li>• Detecting, interpreting, and appropriately responding to verbal communication, and generated signals (monitors, radios, telephones).</li> </ul>
<b>Reasoning and Intellectual Skills</b>	<ul style="list-style-type: none"> <li>• Student must be able to use critical thinking, problem solving and teaching skills necessary to provide care for patients and families.</li> <li>• Student must have sufficient critical thinking skills to synthesize information in an analytical, deliberative, decisive, and evaluative manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Performing basic mathematical calculations.</li> <li>• Accurately identifying medical problems from relevant patient data.</li> <li>• Analyzing data to determine patient's health care needs and nursing diagnoses.</li> <li>• Using judgment to develop a plan of care that will implement interventions relevant to patient needs.</li> <li>• Evaluating effectiveness of plan of care and implementing changes, as necessary.</li> </ul>
<b>Professional, Behavioral and Social Characteristics</b>	<ul style="list-style-type: none"> <li>• The student must possess the ability to provide care that is patient-centered and show respect for human dignity and the uniqueness of each individual, free from all bias and discrimination, and without consideration for personal attributes or the nature of health problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Possessing the emotional stability to develop facilitative relationships and successfully communicate with individuals and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</li> <li>• Possessing the qualities of self-awareness, emotional maturity, objectivity, flexibility, empathy and integrity.</li> <li>• Possessing the ability to emotionally withstand demanding clinical assignments and to function effectively under stress.</li> <li>• Possessing the ability to remove oneself from the learning environment when emotionally necessary.</li> <li>• Possessing the ability to perform in the clinical or class settings without the influence of substances.</li> </ul>

**PLEASE COMPLETE THIS FORM AND UPLOAD INTO VERIFIED CREDENTIALS.  
TECHNICAL STANDARDS FOR ENROLLMENT IN EMR / EMT / AEMT .**

Washburn University Institute of Technology

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ONLY  
Date Received**

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- \_\_\_\_\_ A. Sensory/Motor Skills
- \_\_\_\_\_ B. Observation
- \_\_\_\_\_ C. Communication
- \_\_\_\_\_ D. Reasoning and Intellectual Skills
- \_\_\_\_\_ E. Professional, Behavioral, and Social Characteristics

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

**If Student is a Minor:**

**PARENT/GUARDIAN SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

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<https://www.washburn.edu/studentaccessibility/staff.html>

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## Technical Standards

### ENGINEERING DRAFTING & DESIGN

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Engineering Drafting & Design Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must have the ability to perform physical activities that require use of arms and hands dexterity. This will include Finger Dexterity, Manual Dexterity, and Arm-Hand Steadiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Use computers and computer systems</li> <li>• Provide documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.</li> </ul>
<b>Critical Thinking/Sensory/ Observation/ Reasoning Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must be able to use logic and reasoning to identify alternative solutions, conclusions, or approaches to problems.</li> <li>• Must be able to be attentive in the classroom, observe demonstrations and participate in lab classes.</li> <li>• Must be able to maintain focus while working on detailed projects.</li> <li>• Must have good visual perception</li> <li>• Must be able to diagnose and solve problems including obtaining, interpreting, and documenting data.</li> <li>• Be able to identify complex problems and review related information to develop and evaluate options and implement solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate problem solving skills.</li> <li>• Understand written sentences and paragraphs in work related documents.</li> <li>• Determine causes of operating errors and deciding what to do about it.</li> <li>• Give 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.</li> <li>• Combine pieces of information to form general rules or conclusions and to apply general rules to specific problems to produce detail drawings that make sense.</li> </ul>
<b>Behavioral/ Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must have sufficient personal skills for successful interactions with customers, colleagues, supervisors, and from a variety of social, emotional, cultural, and intellectual backgrounds.</li> <li>• Must possess the emotional well-being required for use of their intellectual</li> </ul>	<ul style="list-style-type: none"> <li>• Have face-to-face discussions with individuals in work groups. Have good personal hygiene, professional conduct, and appearance.</li> <li>• Be willing to work with others building team skills.</li> <li>• Demonstrate attributes of empathy, integrity, concern for others,</li> </ul>

	<p>abilities, the exercise of sound judgment, the prompt completion of all responsibilities in the classroom and for lab projects.</p> <ul style="list-style-type: none"> <li>• Must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as when dealing with clients, colleagues, and industry situations.</li> <li>• Must have the ability to develop organizational skills necessary to meet deadlines and manage time.</li> <li>• Student will be expected to learn and apply workplace responsibilities.</li> </ul>	<p>interpersonal skills, interest, and motivation.</p> <ul style="list-style-type: none"> <li>• Maintain client confidentiality.</li> <li>• Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude.</li> <li>• Be careful about detail and thoroughness in completing work tasks.</li> <li>• Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations.</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must be able to and understand information and ideas presented through spoken words and sentences</li> <li>• Must be sensitive to multicultural and multilingual needs</li> <li>• Must have the ability to listen and relay information to team members, customers, architects, etc.</li> <li>• The ability to communicate information and ideas in speaking so others will understand.</li> <li>• Must be able to communicate through writing, speaking, and verbally in the English Language</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, on a drawing dimensions and notes so that those ideas can be interpreted in only one way.</li> <li>• Read and comprehend chapters in text and manuals and answer questions on the topics at hand.</li> <li>• Possess English communication skills for necessary interaction with faculty, peers, customers, and others orally and in writing.</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>• Candidate/Student will be working drafting tools and CAD (computer aided drafting).</li> <li>• Must have the ability to adapt to working in various environments.</li> </ul> <p>NOTE: At time of employment may be expected to have a resume, a valid Driver's License or means of transportation, pass a drug test, pass a background check, and documentation to legally work in the United States.</p>	<ul style="list-style-type: none"> <li>• Work with Engineers and Architects conveying sets of ideas to working drawings.</li> <li>• Develop constructive and cooperative working relationships with others</li> <li>• Acquire knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.</li> </ul> <p>Note: Many companies have specific requirements that must be met before hiring or accepting candidate to be a part of an OJT experience.</p>

**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN ENGINEERING DRAFTING & DESIGN**  
**Program.**

Washburn University Institute of Technology

**OFFICE USE  
ONLY  
Date Received**

**CHECK ALL THAT APPLY.**

- \_\_\_\_\_ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the **Engineering Drafting & Design Program**.
- \_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.
- \_\_\_\_\_ I would like to discuss the Standards checked below.
- \_\_\_\_\_ A. Physical Demands / Motor Skills
- \_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills
- \_\_\_\_\_ C. Behavioral / Social Skills and Professionalism
- \_\_\_\_\_ D. Communication Skills
- \_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

**Disability**

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**Washburn Student Accessibility Services**

**MK Hunt, Assistant Director**

Location: Building A, Student Services North

Phone: 785-670-3364

E-Mail: [mk.hunt@washburn.edu](mailto:mk.hunt@washburn.edu)

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## Technical Standards

### Foundations of Healthcare Medication Aide / CMA

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Foundations of Healthcare Medication Aide / CMA Programs**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD/REQUIREMENT	Some examples of necessary activities (not all inclusive)
<b>Sensory/Motor Ability</b>	<ul style="list-style-type: none"> <li>• Student must have the ability to use motor skills to perform clinical maneuvers.</li> <li>• Student must be able to execute gross and fine motor movements required to provide general care and treatment of patients.</li> <li>• Demonstrate the ability to perform clinical skills.</li> <li>• <b>Student must have the ability to lift a minimum of 50 pounds without restrictions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The ability to coordinate the movement of arms and legs together when the whole body is in motion.</li> <li>• The ability to bend, stretch, twist, or reach with your body, arms, and legs.</li> <li>• The ability to use abdominal and lower back muscles to support your body without risking injury or fatigue.</li> <li>• Assisting in moving and lifting patients and equipment using proper body mechanics.</li> <li>• Standing for a minimum of two hours.</li> <li>• Walking for a minimum of six hours, not necessarily continuously.</li> <li>• Answer patient's call signals.</li> <li>• Turn and reposition patients, alone or with assistance, to maintain skin integrity.</li> <li>• Observe patient's conditions, measuring and recording food and liquid intake, output, vital signs, and report changes to professional staff.</li> <li>• Assist patients who are unable to feed themselves.</li> <li>• Provide patients with help walking, exercising, and moving in and out of bed.</li> <li>• Provide patient care by assisting with toileting needs.</li> <li>• Bathe, groom, shave, dress or prepare patients for treatment program or examination.</li> <li>• Transport patients using a wheelchair or stretcher.</li> <li>• Clean rooms and change linens.</li> <li>• Collect specimens as requested.</li> </ul>

ABILITY	STANDARD/REQUIREMENT	Some examples of necessary activities (not all inclusive)
<b>Observation</b>	<ul style="list-style-type: none"> <li>The use of assessment skills as observing instructor demonstrations and directly observing a patient's health condition.</li> <li>Students must be able to perform sensory skills (auditory, visual, and tactile) necessary to assess the health status of clients.</li> </ul>	<ul style="list-style-type: none"> <li>Take vital signs to note and report any abnormalities in the skin, accurately reading measuring devices for intake and output.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Communication with patient and members of the health care team about the patient's condition in settings where communication typically is oral and in settings where the time span for communication is limited.</li> <li>Student must be able to speak, hear, and observe patients in order to obtain information of their status.</li> <li>Communication includes speaking, reading, writing and non-verbal skills that reflect sensitivity, clarity, and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Initiating and maintaining a nurse aide patient relationship.</li> <li>Reporting pertinent client information with members of the health team.</li> <li>Giving verbal reports.</li> <li>Documenting accurately and clearly in written or graphic form.</li> <li>Communicate clearly in English to include verbal, written and in electronic forms.</li> <li>Understand verbal and written information.</li> <li>Detect, interpret, and appropriately respond to verbal and non-verbal communication.</li> <li>Respond to generated signals (call lights, monitors, telephones, pagers, etc.).</li> </ul>
<b>Reasoning and Intellectual Skills</b>	<ul style="list-style-type: none"> <li>Student must have sufficient critical thinking skills to recognize significant changes in the patient setting and report these observations directly to the charge nurse.</li> </ul>	<ul style="list-style-type: none"> <li>Identify significant changes in patients utilizing observation skills and patient information.</li> </ul>
<b>Professional, Behavioral and Social Characteristics</b>	<ul style="list-style-type: none"> <li>The ability to provide care that is patient centered and respectful of human dignity and the uniqueness of each individual, free from all bias and discrimination.</li> <li>Student must be emotionally stable and have the ability to function effectively under stress.</li> </ul>	<ul style="list-style-type: none"> <li>To act, dress and speak in a professional manner and encourage a teamwork atmosphere.</li> <li>Possessing maturity and emotional stability to handle demanding patient assignments.</li> </ul>

**PLEASE COMPLETE THIS FORM AND UPLOAD INTO VERIFIED CREDENTIALS.**

TECHNICAL STANDARDS FOR ENROLLMENT IN:

**Foundations of Healthcare Medication Aide / CMA.**

Washburn University Institute of Technology

**OFFICE USE**

**ONLY**

**Date Received**

**CHECK ALL THAT APPLY.**

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\_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.

\_\_\_\_\_ I would like to discuss the Standards checked below.

\_\_\_\_\_ A. Sensory/Motor Ability

\_\_\_\_\_ B. Observation

\_\_\_\_\_ C. Communication

\_\_\_\_\_ D. Reasoning and Intellectual Skills

\_\_\_\_\_ E. Professional, Behavioral and Social Characteristics

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

**If Student is a Minor:**

**PARENT/GUARDIAN SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

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#### **MK Hunt, Assistant Director**

Location: Building A, Student Services North

Phone: 785-670-3364

E-Mail: [mk.hunt@washburn.edu](mailto:mk.hunt@washburn.edu)

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## Technical Standards

### FOUNDATIONS OF HEALTHCARE/CNA PROGRAM

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **FOUNDATIONS OF HEALTHCARE/CNA Programs**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the programs, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD/REQUIREMENT	Some examples of necessary activities (not all inclusive)
<b>Sensory/Motor Ability</b>	<ul style="list-style-type: none"> <li>• Student must have the ability to use motor skills to perform clinical maneuvers. Student must be able to execute gross and fine motor movements required to provide general care and treatment of patients. Demonstrate the ability to perform clinical skills.</li> <li>• <b>Student must have the ability to lift a minimum of 50 pounds without restrictions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The ability to coordinate the movement of arms and legs together when the whole body is in motion.</li> <li>• The ability to bend, stretch, twist, or reach with your body, arms, and legs.</li> <li>• The ability to use abdominal and lower back muscles to support your body without risking injury or fatigue.</li> <li>• Assisting in moving and lifting patients and equipment using proper body mechanics.</li> <li>• Standing for a minimum of two hours.</li> <li>• Walking for a minimum of six hours, not necessarily continuously.</li> <li>• Answer patient's call signals.</li> <li>• Turn and reposition patients, alone or with assistance, to maintain skin integrity.</li> <li>• Observe patient's conditions, measuring and recording food and liquid intake, output, vital signs, and report changes to professional staff.</li> <li>• Assist patients who are unable to feed themselves.</li> <li>• Provide patients with help walking, exercising, and moving in and out of bed.</li> <li>• Provide patient care by assisting with toileting needs.</li> <li>• Bathe, groom, shave, dress or prepare patients for treatment programs or examination.</li> <li>• Transport patients using a wheelchair or stretcher.</li> <li>• Clean rooms and change linens.</li> <li>• Collect specimens as requested.</li> </ul>



ABILITY	STANDARD/REQUIREMENT	Some examples of necessary activities (not all inclusive)
<b>Observation</b>	<ul style="list-style-type: none"> <li>• The use of assessment skills as observing instructor demonstrations and directly observing a patient's health condition.</li> <li>• Students must be able to perform sensory skills (auditory, visual, and tactile) necessary to assess the health status of clients.</li> </ul>	<ul style="list-style-type: none"> <li>• Take vital signs to note and report any abnormalities in the skin, accurately reading measuring devices for intake and output.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Communication with patient and members of the health care team about the patient's condition in settings where communication typically, is oral and in settings where the time span for communication is limited. Student must be able to speak, hear, and</li> <li>• observe patients in order to obtain information of their status. Communication includes speaking, reading, writing and</li> <li>• non-verbal skills that reflect sensitivity, clarity and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiating and maintaining a nurse aide patient relationship.</li> <li>• Reporting pertinent client information with members of the health team.</li> <li>• Giving verbal reports.</li> <li>• Documenting accurately and clearly in written or graphic form.</li> <li>• Communicate clearly in English to include: verbal, written and in electronic forms.</li> <li>• Understand verbal and written information.</li> <li>• Detect, interpret, and appropriately respond to verbal and non-verbal communication.</li> <li>• Respond to generated signals (call lights, monitors, telephones, pagers, etc.)</li> </ul>
<b>Reasoning and Intellectual Skills</b>	<ul style="list-style-type: none"> <li>• Student must have sufficient critical thinking skills to recognize significant changes in the patient setting and report these observations directly to the charge nurse.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify significant changes in patients utilizing observation skills and patient information.</li> </ul>
<b>Professional, Behavioral and Social Characteristics</b>	<ul style="list-style-type: none"> <li>• The ability to provide care that is patient centered and respectful of human dignity and the uniqueness of each individual, free from all bias and discrimination. Student</li> <li>• must be emotionally stable and have the ability to function effectively under stress.</li> </ul>	<ul style="list-style-type: none"> <li>• To act, dress and speak in a professional manner and encourage a teamwork atmosphere.</li> <li>• Possessing maturity and emotional stability to handle demanding patient assignments.</li> </ul>

**PLEASE COMPLETE THIS FORM AND UPLOAD INTO VERIFIED CREDENTIALS.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN FOUNDATIONS OF HEALTHCARE / CNA.**  
Washburn University Institute of Technology

**OFFICE USE  
ONLY**

**Date Received**

**CHECK ALL THAT APPLY.**

- \_\_\_\_\_ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the **Foundations of Healthcare / CNA Programs**.
- \_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.
- \_\_\_\_\_ I would like to discuss the Standards checked below.
- \_\_\_\_\_ A. Sensory/Motor Ability
- \_\_\_\_\_ B. Observation
- \_\_\_\_\_ C. Communication
- \_\_\_\_\_ D. Reasoning and Intellectual Skills
- \_\_\_\_\_ E. Professional, Behavioral and Social Characteristics

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

**If Student is a Minor:**

**PARENT/GUARDIAN SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

**Disability**

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## Technical Standards

### GRAPHICS TECHNOLOGY

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Graphics Technology Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills/ Sensory Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must have the ability to perform physical activities that require considerable use of your hands and arms for repetitive use, sitting for long periods of time, and using sensory skills. This will include oral comprehension, written expression, oral expression, speech clarity, near vision, and speech recognition.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in a chair for up to four hours with a short break</li> <li>• Listen and to understand information and ideas presented through spoken words and sentences</li> <li>• Read and understand information and ideas presented in writing</li> <li>• Communicate information and ideas in writing so others will understand.</li> <li>• Communicate information and ideas in speaking so others will understand</li> <li>• Speak clearly so others can understand you</li> <li>• See details at close range</li> <li>• Identify and understand the speech of another person</li> <li>• Able to incorporate communication from clients into a finished product.</li> <li>• File and retrieve corporate documents, records, and reports</li> <li>• Use computer software to generate new images</li> <li>• View monitors for visual representation of work in progress and for instructions and feedback throughout process, making modifications, as necessary.</li> <li>• Ability to navigate through computer operating system to create folders and filing hierarchy.</li> <li>• Use internet search techniques to obtain information.</li> <li>• Ability to use computer keyboard</li> </ul>

		to key large blocks of text.
<b>Critical Thinking/ Observation/ Reasoning Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Students must be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Be able to implement appropriate solution to a problem. Must also be able to be attentive in the classroom, observe demonstrations and participate in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Give 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.</li> <li>• Understand written sentences and paragraphs in work related documents.</li> <li>• Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.</li> <li>• Understand the implications of new information for both current and future problem solving and decision-making</li> <li>• Manage one's own time and the time of others</li> <li>• Monitor and assess performance of yourself, other individuals, or organizations to make improvements or take corrective action</li> <li>• Organize things or actions in a certain order or pattern according to a specific rule or set of rules (patterns of numbers, letters, words, pictures, mathematical operations)</li> <li>• Recognize when something is wrong or is likely to go wrong</li> <li>• Generate or use different sets of rules for combining or grouping things in different ways</li> <li>• The ability to match or detect differences between colors, including shades of color and brightness.</li> </ul>

<b>Behavioral / Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must have sufficient personal skills for successful interactions with customers, colleagues, supervisors, and from a variety of social, emotional, cultural, and intellectual backgrounds. Candidate/Student must be able to work independently in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in face-to-face discussions with individuals in work areas</li> <li>• Have good personal hygiene</li> <li>• Present professional conduct and appearance</li> <li>• Be willing and able to work with others on projects</li> <li>• Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation</li> <li>• Must maintain client confidentiality</li> <li>• Be an honest and ethical worker</li> <li>• Be pleasant with others and display a cooperative attitude</li> <li>• Be careful about detail and thoroughness in completing work tasks</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must be able to communicate in English by speaking, reading, and writing effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate effectively in writing as appropriate for the needs of the audience</li> <li>• Exhibit effective use of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar</li> <li>• Talk with others to convey information effectively.</li> <li>• Give 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.</li> </ul>
<b>Working Conditions</b>	<p><b>NOTE:</b> At time of employment must have resume, a valid Driver's License, or other means of transportation, and may be expected to pass a drug test.</p>	<ul style="list-style-type: none"> <li>• <b>NOTE:</b> Many agencies and companies have specific requirements that must be met before hiring or accepting to be a part of on OJT experience</li> </ul>

**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN GRAPHICS TECHNOLOGY.**  
Washburn Institute of Technology

**OFFICE USE  
ONLY**  
Date Received

**CHECK ALL THAT APPLY.**

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- \_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.
- \_\_\_\_\_ I would like to discuss the Standards checked below.
- \_\_\_\_\_ A. Physical Demands / Motor Skills
- \_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills
- \_\_\_\_\_ C. Behavioral / Social Skills and Professionalism
- \_\_\_\_\_ D. Communication Skills
- \_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

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## Technical Standards

### HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)**

**Program.** It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<p>Candidate/Student must have the ability to perform physical activities that require considerable use of your hands, arms, legs and moving your whole body. This will include:</p> <ul style="list-style-type: none"> <li>• Arm-Hand Steadiness</li> <li>• Manual Dexterity</li> <li>• Finger Dexterity</li> <li>• Control Precision</li> <li>• Extent Flexibility</li> <li>• Trunk Strength</li> </ul>	<ul style="list-style-type: none"> <li>• Have the ability to bend, stretch, twist, or reach with your body, arms, and/or legs and doing such movements as climbing, lifting, balancing, walking, stooping, and handling of materials.</li> <li>• The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.</li> <li>• Have the ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions</li> <li>• Must have the ability to lift 50 lbs. of weight and be able to maneuver with a dolly. Ex: lifting a compressor, large refrigerant cylinder, or some other substantial sized piece of equipment at the work site or lifting into the vehicle.</li> <li>• Have the ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing</li> </ul>
<b>Critical Thinking/Sensory/Observation/Reasoning Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.</li> <li>• Make observations requiring the functional use of vision, hearing, and other sensory modalities.</li> <li>• Must be able to be attentive in the classroom, observe demonstrations and participate</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate problem solving skills.</li> <li>• Understand written sentences and paragraphs in work related documents.</li> <li>• Determine causes of operating errors and deciding what to do about it.</li> <li>• Combine pieces of information to form general rules or conclusions and to apply general rules to specific problems to produce answers that make sense.</li> <li>• Recognize abnormal mechanical sounds.</li> <li>• Recognize unusual smells such as motors and transformers burning.</li> </ul>



	<ul style="list-style-type: none"> <li>in lab classes.</li> <li>• Must have visual perception</li> <li>• Must be able to problem solve and diagnose including obtaining, interpreting, and documenting data.</li> <li>• Must be able to recognize when there is a problem or possible problem.</li> <li>• Make themselves aware of their surroundings by using their senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeing abnormal conditions occurring in machinery operation.</li> <li>• Must be able to identify and follow sequential steps and processes.</li> </ul>
<b>Behavioral / Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must have sufficient personal skills for successful interactions with customers, colleagues, supervisors, and from a variety of social, emotional, cultural, and intellectual backgrounds.</li> <li>• Must possess the emotional well-being required for use of their intellectual abilities, the exercise of sound judgment, the prompt completion of all responsibilities in the classroom and for lab projects.</li> <li>• Must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as when dealing with clients, colleagues, and industry situations.</li> <li>• Must have the ability to develop organizational skills necessary to meet deadlines and manage time.</li> <li>• Student will be expected to learn and apply workplace responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Have face-to-face discussions with individuals in work areas. Have good personal hygiene, professional conduct, and appearance.</li> <li>• Be willing to work with others building team skills.</li> <li>• Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation.</li> <li>• Maintain client confidentiality.</li> <li>• Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude.</li> <li>• Be careful about detail and thoroughness in completing work tasks.</li> <li>• Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must be able to communicate not only in speech but reading and writing in English.</li> <li>• Must be sensitive to multicultural and multilingual needs</li> <li>• Computer literate – basic computer skills</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, a thought on paper on how an operation of training equipment occurred.</li> <li>• Read chapters in text and manuals and answer questions on the topics at hand.</li> <li>• Orally explain how you arrive at your completions on work stations.</li> <li>• English communication skills for necessary interaction with faculty, peers, customers, and others orally and in writing.</li> <li>• Must be able to utilize the basic functions of a computer and internet.</li> <li>• Must be able to keep records of task performed.</li> </ul>

<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>• Candidate/Student will be working with hazardous chemicals and high voltages.</li> <li>• Must have the ability to work in various environments.</li> <li>• *Must meet work environment criteria at time of employment</li> <li>• NOTE: At time of employment may be expected to have a resume, a valid Driver's License, be EPA certified in refrigerant handling, pass a drug test, and pass a background check</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Refrigerants that will be disposed of through proper procedures and business agents. Work with Natural and Propane Gas in Heating equipment.</li> <li>• Work with solvents, Oxy-Acetylene Torches as well as mineral and synthetic oils.</li> <li>• Measure and work with 120, 208, 240, 277 and 480 Volts.</li> <li>• Must be willing to perform at work stations with Safety in mind and will build on safety habits.</li> <li>• Must be willing to work at ladder heights, in attics, basements, crawl spaces, outside in hot and cold weather, etc.</li> <li>• Must be able to recognize and follow safety procedures.</li> <li>• NOTE: Many companies have specific requirements that must be met before hiring.</li> </ul>
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**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN HEATING VENTILATION AND AIR**  
**CONDITIONING (HVAC)**  
Washburn Institute of Technology

**OFFICE USE  
ONLY**  
**Date Received**

**CHECK ALL THAT APPLY.**

\_\_\_\_\_ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the program.

\_\_\_\_\_ Upon admission to the program, I received a copy of the **HEATING VENTILATION AND AIR CONDITIONING (HVAC)** Technical Standards and they have been explained to me.

\_\_\_\_\_ I would like to discuss the Standards checked below.

\_\_\_\_\_ A. Physical Demands / Motor Skills

\_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills

\_\_\_\_\_ C. Behavioral / Social Skills and Professionalism

\_\_\_\_\_ D. Communication Skills

\_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

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If you are a student with a disability that may substantially limit your ability to participate in this class and believe you will need accommodations, it is your responsibility to contact:

**Washburn Student Accessibility Services**

**MK Hunt, Assistant Director**

Location: Building A, Student Services North

Phone: 785-670-3364

E-Mail: [mk.hunt@washburn.edu](mailto:mk.hunt@washburn.edu)

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## Technical Standards

### Information Systems Technology

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Information Systems Technology Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<ul style="list-style-type: none"> <li>Possess sufficient mobility and dexterity to do computer installations, wiring, and repairs.</li> </ul>	<ul style="list-style-type: none"> <li>Manually lay computer cabling.</li> <li>Lift and transport equipment and materials, as necessary.</li> <li>Execute computer commands.</li> <li>Operate necessary tools and equipment.</li> <li>Remove and replace failed components and small parts.</li> <li>Type 20 words per minute.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Apply fundamentals of electronics, mathematics, and computer programming to manage computer software and hardware.</li> </ul>	<ul style="list-style-type: none"> <li>Read textbooks, handouts, and online materials.</li> <li>Replicate procedures and input commands in proper sequence.</li> <li>Read trade magazines and technical manuals or attend conferences and seminars to maintain knowledge of hardware and software.</li> <li>Explain the operation of computer components.</li> <li>Describe a computer operating system.</li> <li>Calculate electrical voltage.</li> <li>Design networks addressing schemes.</li> <li>Assemble and configure networks.</li> <li>Test computer equipment and multimedia systems.</li> <li>Describe the operation of wireless electronic communication systems.</li> </ul>
<b>Sensory/ Observation/ Reasoning Skills</b>	<ul style="list-style-type: none"> <li>Assess computer software and hardware for proper functioning.</li> </ul>	<ul style="list-style-type: none"> <li>Oversee the daily performance of computer systems.</li> <li>Recognize command line</li> </ul>

		<p>input/output and computer codes.</p> <ul style="list-style-type: none"> <li>• Read meters, gauges, and other electronic measuring devices.</li> <li>• Scan physical spaces including rooms and ceilings to set up computers and lay wiring.</li> <li>• Judge distance and space relationships of objects.</li> <li>• Distinguish basic colors.</li> <li>• Examine computer hardware components for diagnosis and repair.</li> <li>• Observe and replicate teacher-demonstrated procedures.</li> </ul>
<b>Behavioral / Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Behave appropriately in both self-directed and cooperative learning environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Work independently with minimal supervision.</li> <li>• Work cooperatively in group and team environment.</li> <li>• Follow through with responsibilities.</li> <li>• Work diligently and put in necessary time to complete tasks.</li> <li>• Persist on difficult tasks.</li> <li>• Exercise good judgment.</li> <li>• Maintain positive attitude and work ethics in class and during OJT and internships.</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Communicate effectively to research and convey information.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain necessary information from oral, written, and online sources.</li> <li>• Express information effectively.</li> <li>• Answer user inquiries regarding computer software or hardware operation to resolve problems.</li> <li>• Document work accurately.</li> <li>• Convey information with written documents and oral presentations.</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>• Function safely in a computer repair shop and network environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Work for prolonged periods</li> <li>• Electronic equipment</li> <li>• Dusty or hot and cold conditions</li> <li>• Variations in lighting</li> <li>• Enclosed Areas</li> <li>• Position and maneuver in confined spaces.</li> <li>• Work at varying heights.</li> </ul>
<b>Employment Requirement</b>	<ul style="list-style-type: none"> <li>• At time of employment may be expected to have a valid Driver's License, pass a drug test, pass a background check, and documentation to legally work in the United States.</li> </ul>	

**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN INFORMATION SYSTEMS**  
**TECHNOLOGY.** Washburn Institute of Technology

**OFFICE USE  
ONLY**  
Date Received

**CHECK ALL THAT APPLY.**

- \_\_\_\_\_ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the **Information Systems Technology Program**.
- \_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.
- \_\_\_\_\_ I would like to discuss the Standards checked below.
- \_\_\_\_\_ A. Physical Demands / Motor Skills
- \_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills
- \_\_\_\_\_ C. Behavioral / Social Skills and Professionalism
- \_\_\_\_\_ D. Communication Skills
- \_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

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#### **MK Hunt, Assistant Director**

Location: Building A, Student Services North

Phone: 785-670-3364

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**WASHBURN**  
UNIVERSITY  
**INSTITUTE OF TECHNOLOGY**  
Technical Standards

**MACHINE TOOL TECHNOLOGY (CERT A or CERT C)**

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Machine Tool Technology (CERT A or CERT C)**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must have the ability to perform physical activities that require considerable use of your hands, arms and legs and moving your whole body. This will include Extent Flexibility, Finger Dexterity, Manual Dexterity, Arm-Hand Steadiness, Trunk Strength, and Control Precision</li> </ul>	<ul style="list-style-type: none"> <li>• Have the ability to bend, stretch, twist, or reach with your body, arms, and/or legs and doing such movements as climbing, lifting, balancing, walking, stooping, and handling of materials.</li> <li>• The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.</li> <li>• Have the ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions</li> <li>• Must have the ability to lift 50 lbs of weight.</li> <li>• Have the ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.</li> </ul>
<b>Critical Thinking/ Observation/ Sensory/ Reasoning Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.</li> <li>• Must be able to be attentive in the classroom, observe demonstrations and participate in lab classes.</li> <li>• Must have visual perception</li> <li>• Must be able to problem solve and diagnose including obtaining,</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate problem solving skills.</li> <li>• Knowledge of arithmetic, algebra, geometry, statistics, and their applications.</li> <li>• Understanding written sentences and paragraphs in work related documents.</li> <li>• Determining causes of operating errors and deciding what to do about it.</li> <li>• These observations require the functional use of vision, hearing, and other sensory modalities.</li> <li>• Combine pieces of information to form general rules or conclusions and to apply</li> </ul>

	<p>interpreting and documenting data.</p> <ul style="list-style-type: none"> <li>• Must be able to recognize when there is a problem or possible problem.</li> <li>• Make themselves aware of their surroundings by using their senses.</li> <li>• Must be able to work independently.</li> <li>• Must be able to retain information from instruction and demonstration so that a series of required steps are completed in the proper order.</li> <li>• Must be able to maintain focus while working on detailed projects.</li> </ul>	<p>general rules to specific problems to produce answers that make sense.</p> <ul style="list-style-type: none"> <li>• Recognize abnormal mechanical sounds.</li> <li>• Unusual smells such as motors and transformers burning.</li> <li>• Seeing abnormal conditions occurring in machinery operation.</li> </ul>
<b>Behavioral / Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must have sufficient personal skills for successful interactions with customers, colleagues, supervisors, and from a variety of social, emotional, cultural, and intellectual backgrounds.</li> <li>• Must possess the emotional well-being required for use of their intellectual abilities, the exercise of sound judgment, the prompt completion of all responsibilities in the classroom and for lab projects.</li> <li>• Must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as when dealing with clients, colleagues, and industry situations.</li> <li>• Must have the ability to develop organizational skills necessary to meet deadlines and manage time.</li> <li>• Student will be expected to learn and apply workplace responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Have face-to-face discussions with individuals in work areas. Have good personal hygiene, professional conduct, and appearance.</li> <li>• Be willing to work with others building team skills.</li> <li>• Be able to critique classmates projects in a professional manner.</li> <li>• Teaching others how to do something.</li> <li>• Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation.</li> <li>• Maintain client confidentiality.</li> <li>• Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude.</li> <li>• Be careful about detail and thoroughness in completing work tasks.</li> <li>• Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations.</li> </ul>



<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must be able to communicate not only in speech but reading and writing in English.</li> <li>• Must be sensitive to multicultural and multilingual needs</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, a thought on paper on how an operation of training equipment occurred.</li> <li>• Read chapters in text and manuals and answer questions on the topics at hand.</li> <li>• Orally explain how you arrive at your completions on work stations.</li> <li>• English communication skills for necessary interaction with faculty, peers, customers, and others orally and in writing.</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>• Must have the ability to work in various environments.</li> <li>• Must meet work environment criteria at time of employment.</li> <li>• At time of employment must have resume, a valid Driver's License, or other means of transportation, and may be expected to pass a drug test.</li> </ul>	<ul style="list-style-type: none"> <li>• Job requires being careful about detail and thorough in completing work tasks.</li> <li>• Job requires being reliable, responsible, dependable, and fulfilling obligations.</li> <li>• Must be willing to perform at work stations with Safety in mind and will build on safety habits.</li> <li>• </li> </ul>

**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN Machine Tool Technology CERT A or CERT C.**

Washburn Institute of Technology

**CHECK ALL THAT APPLY.**

\_\_\_\_\_ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the **Machine Tool Technology Program**.

\_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.

\_\_\_\_\_ I would like to discuss the Standards checked below.

\_\_\_\_\_ A. Physical Demands / Motor Skills

\_\_\_\_\_ B. Critical Thinking /Sensory/Observation / Reasoning Skills

\_\_\_\_\_ C. Behavioral / Social Skills and Professionalism

\_\_\_\_\_ D. Communication Skills

\_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

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## Technical Standards

### PHLEBOTOMY

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Phlebotomy Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<ul style="list-style-type: none"> <li>Student must have the ability to perform physical activities that require considerable use of the fingers and hands. This will include fine motor abilities like finger dexterity, manual dexterity; arm-hand steadiness, and gross motor abilities. This must be done in a timely manner for safe and effective patient care.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to make precisely coordinated movements of the fingers of one or both hands to grasp needles, collection tubes, and other phlebotomy equipment when performing various venipuncture procedures.</li> <li>Must have good hand eye coordination when inserting the needle during venipuncture procedures.</li> <li>Good gross motor skills are required to assist patients in sitting, standing, or lying down, if needed.</li> <li>Wear PPE for safe practices</li> </ul>
<b>Critical Thinking/ Sensory/Observation/ Reasoning Skills</b>	<ul style="list-style-type: none"> <li>Student must be able to use logic and reasoning to identify the strengths and weaknesses of situations or approaches to problems.</li> <li>Must be able to be attentive in the classroom and clinical areas, observe demonstrations and participate in lab and</li> </ul>	<ul style="list-style-type: none"> <li>Must be able to adapt to stressful situations quickly and calmly.</li> <li>Demonstrate problem solving skills before, during, and after venipuncture.</li> <li>Student must be able to perform sensory skills (auditory, visual, and tactile) necessary to assess and palpate for a suitable site and vein for venipuncture.</li> <li>Student must have sufficient critical thinking skills to recognize any complications or procedural error risks, fainting, nausea, vomiting, hematoma formation, etc.</li> </ul>

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
	clinical. <ul style="list-style-type: none"> <li>• Must be able to problem solve and have good clinical judgment.</li> <li>• Must be able to recognize when there is a problem or a potential problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate calm and effective behavior and responses, especially during emergency situations.</li> <li>• Student must be emotionally stable and have the ability to multi task and function effectively under stress</li> </ul>
<b>Behavioral/Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Interpersonal skills to interact with colleagues and patients from a variety of social, emotional, intellectual, and cultural backgrounds.</li> <li>• Must show emotional stability.</li> <li>• Show respect and dignity for all patients regardless of their backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit positive interpersonal skills in patient, staff, and faculty interactions</li> <li>• Recognize appropriate boundaries in relationships with patients and colleagues.</li> <li>• Demonstrate good team building skills.</li> <li>• Must possess the ability to handle demanding clinical assignments and handle the stress that goes with it.</li> <li>• Must demonstrate emotional maturity, integrity, flexibility, and empathy.</li> </ul>
<b>Sensory/Communication Skills</b>	<ul style="list-style-type: none"> <li>• Must have visual perception</li> <li>• Must have sufficient observational skills necessary for correct patient care</li> <li>• Communicate in English verbally and written.</li> </ul>	<ul style="list-style-type: none"> <li>• Student must be able to speak, hear, and observe patients in order to obtain identification of the patient.</li> <li>• Must understand and be able to communicate clearly with written or verbal skills using the English language.</li> </ul>
<b>Health/Memory</b>	<ul style="list-style-type: none"> <li>• Student must possess immunity to certain diseases</li> <li>• Student must be in good general health without dependencies on addictive substances</li> <li>• Must have good short term and long-term memorization skills</li> </ul>	<ul style="list-style-type: none"> <li>• Student must complete the verified credential requirements for the phlebotomy program.</li> <li>• Student must pass the background check and drug screen that is set up in verified credentials.</li> <li>• Must be free of communicable diseases and chemical dependence.</li> <li>• Must maintain good hygiene, including clean uniforms and being free from strong odors, pleasant or otherwise.</li> <li>• Must be able to memorize groups of information pertaining to the profession of phlebotomy.</li> </ul>

**PLEASE COMPLETE THIS FORM AND UPLOAD INTO VERIFIED CREDENTIALS.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN PHLEBOTOMY.**  
Washburn University Institute of Technology

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**CHECK ALL THAT APPLY.**

- \_\_\_\_\_ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the **Phlebotomy Programs**.
- \_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.
- \_\_\_\_\_ I would like to discuss the Standards checked below.
- \_\_\_\_\_ A. Physical Demands / Motor Skills
- \_\_\_\_\_ B. Critical Thinking/Sensory/Observation/ Reasoning Skills
- \_\_\_\_\_ C. Behavioral/Social Skills and Professionalism
- \_\_\_\_\_ D. Sensory/Communication Skills
- \_\_\_\_\_ E. Health/Memory

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

**If Student is a Minor:**

**PARENT/GUARDIAN SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

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**MK Hunt, Assistant Director**

Location: Building A, Student Services North

Phone: 785-670-3364

E-Mail: [mk.hunt@washburn.edu](mailto:mk.hunt@washburn.edu)

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## Technical Standards

### PLUMBING

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Plumbing Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

**NOTE: This program includes an on-site job internship. Specific criteria must be met before going on the job site.**

ABILITY	STANDARD	Some examples of necessary activities (not all-inclusive)
<b>Physical Demands / Motor Skills</b>	<ul style="list-style-type: none"> <li>Candidate/student must have the ability to perform physical activities that require considerable use of the hands, arms, and legs while moving your whole body. This will include: Extent Flexibility, Finger Dexterity, Manual Dexterity, Hand-Eye Coordination, Good Balance, Physical Strength</li> </ul>	<ul style="list-style-type: none"> <li>Have the ability to bend, stretch, twist, Squat, or reach with your body, arms, and/or legs and do such movements as climbing, lifting, balancing, walking, stooping, and handling of materials.</li> <li>The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble tiny objects.</li> <li>Must have the ability to lift 50 lbs. of weight. Ex. Building materials, equipment, etc.</li> <li>Have the ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.</li> </ul>
<b>Critical Thinking/ Sensory/ Observation/ Reasoning Skills</b>	<p>Candidate/student must:</p> <ul style="list-style-type: none"> <li>Be able to use logic and reasoning faculties to identify problems and determine a prudent solution that measures the strengths and weaknesses against each other when making the final decision.</li> <li>Be attentive in the classroom, observe demonstrations, and actively participate in the lab module.</li> <li>Be able to problem-solve and diagnose a situation.</li> <li>Be able to recognize potential problems on a job site.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate problem-solving skills.</li> <li>Understanding written sentences and paragraphs in work-related documents.</li> <li>These observational skills require the functional use of vision, hearing, and other sensory modalities.</li> <li>Synthesize information regarding general and specific safety practices that can be applied to any given situation.</li> <li>Read, Interpret, and apply blueprint symbols, legends, and keynotes to specific plan details and specification sheets.</li> </ul>

		<ul style="list-style-type: none"> <li>• Read, infer, and locate information in text, manual, schematics, etc.</li> <li>• Perform fractions, decimals, percent, and complete word problems when measuring, as well as calculating building materials needed for a project.</li> </ul>
<b>Behavioral / Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Candidate/student must have sufficient interpersonal skills for successful interactions with supervisors and fellow workers.</li> <li>• Possess an intellectual background that supports a social, emotional, and cultural environment.</li> <li>• Must possess the intellectual well-being that requires the exercise of sound judgment, and the prompt completion of all classroom and lab project responsibilities.</li> <li>• Must be able to adapt to changing environments, demonstrate flexibility, and learn to function in the difficult and stressful situations that are inherent in the educational and construction processes.</li> <li>• Must have the ability to develop organizational skills necessary to meet deadlines and manage time.</li> <li>• Students will be expected to learn and apply workplace responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to receive and apply constructive criticism to your personal use and the benefit of the project.</li> <li>• Utilize good personal hygiene, and a neat appearance and put forward the conduct of an industry professional.</li> <li>• Be willing to cooperate with others and develop team-building skills.</li> <li>• Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation.</li> <li>• Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude. Be careful to complete your assigned tasks in a timely approach.</li> <li>• Maintain self-composure, keep emotions in check, maintain your anger, and manage aggressive behavior in all situations.</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/student must be able to communicate in writing, reading, and verbally using the English language.</li> <li>• Give full attention to what other people are saying, understand points being made, and ask appropriate questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a clear and legibly thought on paper or computer screen that all English-speaking people can comprehend.</li> <li>• Read and comprehend the assigned chapters in the text and manuals and answer the questions at the end of the chapter.</li> <li>• Have the communication skills necessary to interact with instructors, peers, and contractors.</li> <li>• Create a simple but concise shop drawing of a plan detail.</li> </ul>



<b>Working Conditions</b>	<ul style="list-style-type: none"><li>• Candidate/student will be working with hazardous materials and high voltages.</li><li>• Must have the ability to work in various environments.</li><li>• Must meet work environment criteria at the time of employment.</li><li>• Able to work with a group or team.</li><li>• Wear protective safety equipment.</li></ul> <p><b>NOTE:</b> At the time of employment student may be expected to have a resume, a valid Driver's License, pass a drug test, pass a background check, and documentation to legally work in the United States.</p>	<ul style="list-style-type: none"><li>• Work with Refrigerants that will be disposed of through proper procedures and business agents.</li><li>• Work with natural and propane gas in heating equipment. Work with solvents, oxy-acetylene torches as well as mineral and synthetic oils.</li><li>• Measure and work with 120, 240, 277 and 480 volts.</li><li>• Must be willing to comply with OSHA standards.</li><li>• Must be willing and able to work at ladder heights, in attics, basements, crawl spaces, and outside in inclement weather. NOTE: Many companies have specific requirements that must be met before hiring.</li></ul>
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**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN PLUMBING TECHNOLOGY.**  
Washburn Institute of Technology

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- \_\_\_\_\_ C. Behavioral / Social Skills and Professionalism
- \_\_\_\_\_ D. Communication Skills
- \_\_\_\_\_ E. Working Conditions

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# WASHBURN

## UNIVERSITY

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### INSTITUTE OF TECHNOLOGY

#### Technical Standards

### PRACTICAL NURSING

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Practical Nursing Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

*In addition to Washburn Tech's Technical Standards, each clinical site may have their own standards for the performance of job duties. PN students must be able to perform to the clinical sites' standards and expectations in order to provide patient care. Students are encouraged to meet with their instructors to discuss any concerns about physical requirements/restrictions to duty.*

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Sensory/Motor Ability</b>	<ul style="list-style-type: none"> <li>The student must be able to use motor skills to perform patient exams, laboratory procedures and other clinical maneuvers. Students must be able to execute gross and fine motor movements required to provide assessment, general care, and emergency treatment of patients.</li> </ul>	<ul style="list-style-type: none"> <li>Administering CPR to appropriate patients.</li> <li>Using the assessment skills of inspection, use of palpation, percussion, and auscultation.</li> <li>Assisting in moving and lifting clients, and equipment using proper body mechanics.</li> <li>Lifting a minimum of 50 pounds without restrictions.</li> <li>Standing for a minimum of two hours.</li> <li>Walking for a minimum of six hours, not necessarily continuously.</li> <li>Demonstrating the ability to perform clinical skills such as injections, catheter insertion and dressing changes.</li> <li>Working independently and under the supervision of an RN.</li> </ul>
<b>Observation</b>	<ul style="list-style-type: none"> <li>The student must be able to use assessment skills such as observing faculty demonstrations, obtaining a health history from the patient, and directly observing a patient's health condition.</li> <li>Students must be able to perform the sensory skills necessary to assess a patient's health status accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Auscultating with a stethoscope to assess blood pressure, heart, lung, and abdominal sounds.</li> <li>Visually observing patient changes including color changes.</li> <li>Accurately reading calibrations on syringes and measuring devices.</li> </ul>

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Communication</b>	<ul style="list-style-type: none"> <li>Students must be able to communicate with the members of the patient's health care team regarding the patient's condition in settings where communication may be oral, written, and succinct.</li> <li>Students must be able to speak, hear, and observe patients in order to obtain complete and accurate assessments of patient status. Communication includes speaking, reading, writing, and using non-verbal behavior that reflect sensitivity, clarity, and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Initiating and maintaining a therapeutic nurse-patient relationship.</li> <li>Sharing patient information with pertinent members of the health team.</li> <li>Giving verbal or written reports.</li> <li>Documenting accurately and clearly in written or electronic form.</li> <li>Providing patient/family teaching that results in mutual understanding.</li> <li>Understanding verbal, written or computer-generated information.</li> <li>Detecting, interpreting, and appropriately responding to verbal communication, and generated signals (call lights, monitors, telephones).</li> </ul>
<b>Reasoning and Intellectual Skills</b>	<ul style="list-style-type: none"> <li>Students must be able to use critical thinking, problem solving and teaching skills necessary to provide care for patients and families.</li> <li>Student must have sufficient critical thinking skills to synthesize information in an analytical, deliberative, decisive, and evaluative manner.</li> </ul>	<ul style="list-style-type: none"> <li>Performing basic mathematical calculations.</li> <li>Accurately identifying nursing problems from relevant patient data.</li> <li>Analyzing data to determine patient's health care needs and nursing diagnoses.</li> <li>Using judgment to develop a plan of care that will implement nursing interventions relevant to patient needs.</li> <li>Evaluating effectiveness of plan of care and implementing changes, as necessary.</li> </ul>
<b>Professional, Behavioral and Social Characteristics</b>	<ul style="list-style-type: none"> <li>The student must possess the ability to provide care that is patient-centered and show respect for human dignity and the uniqueness of each individual, free from all bias and discrimination, and without consideration for personal attributes or the nature of health problems.</li> </ul>	<ul style="list-style-type: none"> <li>Possessing the emotional stability to develop facilitative relationships and successfully communicate with individuals and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</li> <li>Possessing the qualities of self-awareness, emotional maturity, objectivity, flexibility, empathy, and integrity.</li> <li>Possessing the ability to emotionally withstand demanding clinical assignments and to function effectively under stress.</li> <li>Possessing the ability to remove oneself from the learning environment when emotionally necessary.</li> <li>Possessing the ability to perform in the clinical or class settings without the influence of substances.</li> </ul>

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Washburn University Institute of Technology

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- \_\_\_\_\_ B. Observation
- \_\_\_\_\_ C. Communication
- \_\_\_\_\_ D. Reasoning and Intellectual Skills
- \_\_\_\_\_ E. Professional, Behavioral and Social Characteristics

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## Technical Standards

### STERILE PROCESSING TECHNOLOGY

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Sterile Processing Program**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<ul style="list-style-type: none"> <li>Student must have the ability to perform physical activities that require considerable use of your hands, arms and legs. This will include fine motor abilities like finger dexterity, manual dexterity; arm-hand steadiness, and trunk strength. This must be done in a timely manner for safe and effective patient care.</li> </ul>	<ul style="list-style-type: none"> <li>Have the ability to bend, stretch, twist, or reach with your body, hands, and arms.</li> <li>Demonstrate the ability to make precisely coordinated movements of the fingers of one or both hands to grasp retractors, manipulate or assemble small instrument parts quickly with good hand eye coordination.</li> <li>Must have the ability to lift 50 lbs of weight. i.e., surgical instrument pans.</li> <li>Have the ability to use your abdominal and lower back muscles to support part of the body for standing continuously.</li> <li>Must be able to move/ambulate without assistive devices.</li> <li>Transport heavy supplies and equipment.</li> <li>Student will be exposed to a wide range of chemical and biological agents that could be potentially harmful.</li> <li>Wear PPE for safe practices.</li> </ul>
<b>Critical Thinking/ Sensory/Observation/ Reasoning Skills</b>	<ul style="list-style-type: none"> <li>Student must be able to use logic and reasoning to identify the strengths and weaknesses of situations or approaches to problems.</li> <li>Must be able to be attentive in the classroom and clinical areas, observe demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>Must be able to adapt to stressful situations quickly and calmly.</li> <li>Demonstrate problem solving skills .</li> <li>Make appropriate judgment decisions.</li> <li>Combine pieces of information to form conclusions and to apply sterilization practices.</li> <li>Demonstrate calm and effective behavior and responses.</li> </ul>

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
	<p>and participate in lab and clinical.</p> <ul style="list-style-type: none"> <li>• Must be able to problem solve and have good clinical judgment.</li> <li>• Must be able to recognize when there is a problem or a potential problem.</li> </ul>	
<b>Behavioral / Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Interpersonal skills to interact with colleagues and patients from a variety of social, emotional, intellectual, and cultural backgrounds.</li> <li>• Must show emotional stability.</li> <li>• Show respect and dignity for all patients regardless of their backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit positive interpersonal skills in patient, staff, and faculty interactions.</li> <li>• Recognize appropriate boundaries in relationships with patients and colleagues.</li> <li>• Demonstrate good team building skills.</li> <li>• Must possess the ability to handle demanding clinical assignments and handle the stress that goes with it.</li> <li>• Must demonstrate emotional maturity, integrity, flexibility, and empathy.</li> </ul>
<b>Sensory/ Communication Skills</b>	<ul style="list-style-type: none"> <li>• Must have visual perception.</li> <li>• Must have sufficient observational skills necessary for correct patient care.</li> <li>• Must have acute hearing ability to be able to monitor and assess the sterile processing team needs.</li> <li>• Tactile ability to perform sterile processing duties in a timely manner.</li> <li>• Communicate in English verbally and written.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate sufficient visual ability to inspect instruments with or without corrective lenses and while wearing safety glasses.</li> <li>• Hear activation/ warning signals on equipment.</li> <li>• Must understand and be able to communicate clearly with written or verbal skills using the English language.</li> <li>• Recognize instruments.</li> <li>• Be able to detect unusual smells.</li> </ul>
<b>Health/Memory</b>	<ul style="list-style-type: none"> <li>• *Student must possess immunity to certain diseases.</li> <li>• *Student must be in good general health without dependencies on addictive substances.</li> <li>• Must have good short term and long-term memorization skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Student must demonstrate immunity to rubella, rubella, TB, and hepatitis B or be vaccinated against these diseases.</li> <li>• Student must possess short term and long-term memory sufficient to perform tasks such as, but not limited to identifying instruments, selecting appropriate sterilization settings, etc.</li> <li>• Must be free of communicable diseases and chemical dependence.</li> <li>• Latex products are used in surgical areas.</li> </ul>

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- \_\_\_\_\_ C. Behavioral / Social Skills and Professionalism
- \_\_\_\_\_ D. Sensory/ Communication Skills
- \_\_\_\_\_ E. Health/Memory

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**PLEASE PRINT NAME** \_\_\_\_\_

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## Technical Standards

### SURGICAL TECHNOLOGY

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ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<ul style="list-style-type: none"> <li>Student must perform physical activities that require considerable use of your hands, arms, and legs. This will include fine motor abilities like finger dexterity, manual dexterity; arm-hand steadiness, and trunk strength. This must be done in a timely manner for safe and effective patient care.</li> </ul>	<ul style="list-style-type: none"> <li>Can bend, stretch, twist, or reach with your body, hands, and arms.</li> <li>Demonstrate the ability to make precisely coordinated movements of the fingers of one or both hands to grasp retractors, manipulate or assemble small instrument parts quickly with good hand eye coordination.</li> <li>Demonstrate the ability to pass instruments quickly and continuously in a timely manner with precision.</li> <li>Must lift and maneuver 50 lbs. of weight. EX. sleeping patients after surgery, surgical instrument pans, etc.</li> <li>Can use your abdominal and lower back muscles to support part of the body for standing continuously, sometimes for 6 hrs. and for lifting and moving an unconscious patient.</li> <li>Refrain from restroom breaks for up to 6 hrs.</li> <li>Must be able to move/ambulate without assistive devices.</li> <li>Transport heavy supplies and equipment.</li> <li>Student will be exposed to a wide range of chemical and biological agents that could be</li> </ul>

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
		<p>potentially harmful.</p> <ul style="list-style-type: none"> <li>Wear Personal Protective Equipment (gloves, masks, goggles, sterile gowns, lead aprons etc.). for safe practices.</li> </ul>
<p><b>Sensory/ Communication</b></p>	<ul style="list-style-type: none"> <li>Must have visual perception.</li> <li>Must have sufficient observational skills necessary for correct patient care.</li> <li>Must have acute hearing ability to be able to monitor and assess surgical team needs for safe patient care.</li> <li>Tactile ability to perform a surgical technologist's duties in a timely manner.</li> <li>Communicate in English verbally and written.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate sufficient visual ability to load a fine (10-0) suture onto a needle holder with or without corrective lenses and while wearing safety glasses.</li> <li>Demonstrate sufficient peripheral vision to anticipate the surgeon and function in the sterile environment.</li> <li>Can clearly see the sterile field, back table, Instruments and supplies without holding items closer than 18 inches from face with or without corrective lenses and wearing safety glasses.</li> <li>Hear and understand muffled communication without visualization of the person's mouth and lips and within 20 ft.</li> <li>Hear activation/ warning signals on equipment.</li> <li>Must understand and can communicate clearly with written or verbal skills using the English language.</li> <li>Recognize instruments by feel; hold and operate retractors at correct strength for surgical procedure and surgeon's preference.</li> <li>Insert and remove urinary catheters.</li> <li>Must be able to read calibrations on syringes from at least 18 inches away.</li> <li>Can detect unusual smells.</li> </ul>
<p><b>Critical Thinking/</b></p>	<ul style="list-style-type: none"> <li>Student must be able to use logic and reasoning to</li> </ul>	<ul style="list-style-type: none"> <li>Must be able to adapt to stressful situations quickly and calmly.</li> </ul>

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Observation/ Reasoning Skills</b>	<p>identify the strengths and weaknesses of situations or approaches to problems.</p> <ul style="list-style-type: none"> <li>• Must be able to be attentive in the classroom and clinical areas, observe demonstrations and participate in lab and clinical.</li> <li>• Must be able to problem solve and have good clinical judgment.</li> <li>• Must be able to recognize when there is a problem or a potential problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate problem solving skills preoperatively, intra-operatively and postoperatively.</li> <li>• Be observant of contamination of sterile areas and know what to do about them.</li> <li>• Make appropriate judgment decisions.</li> <li>• Combine pieces of information to form conclusions and to apply surgical practices.</li> <li>• Demonstrate calm and effective behavior and responses, especially during emergency situations</li> </ul>
<b>Interpersonal Skills / Professionalism</b>	<ul style="list-style-type: none"> <li>• Interpersonal skills to interact with colleagues and patients from a variety of social, emotional, intellectual, and cultural backgrounds.</li> <li>• Must show emotional stability.</li> <li>• Show respect and dignity for all patients regardless of their backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit positive interpersonal skills in patient, staff, and faculty interactions.</li> <li>• Recognize appropriate boundaries in relationships with patients and colleagues.</li> <li>• Demonstrate good team building skills.</li> <li>• Must possess the ability to handle demanding clinical assignments and handle the stress that goes with it.</li> <li>• Must demonstrate emotional maturity, integrity, flexibility, and empathy.</li> </ul>
<b>Health/Memory</b>	<ul style="list-style-type: none"> <li>• Student must possess immunity to certain diseases.</li> <li>• Student must be in good general health without dependencies on addictive substances.</li> <li>• Must have good memorization skills.</li> <li>• Must be aware of the potential of significant use of latex products.</li> </ul>	<ul style="list-style-type: none"> <li>• Student must demonstrate immunity to rubella, rubeola, TB, and hepatitis B or be vaccinated against these diseases.</li> <li>• Student must possess short term and long-term memory sufficient to perform tasks such as, but not limited to mentally tracking surgical supplies and performing anticipation skills intra-operatively.</li> <li>• Must be free of communicable diseases and chemical dependence.</li> <li>• Latex products are used in surgical areas.</li> </ul>

**PLEASE COMPLETE THIS FORM AND UPLOAD INTO VERIFIED CREDENTIALS.**  
**TECHNICAL STANDARDS FOR ENROLLMENT IN SURGICAL TECHNOLOGY.**  
Washburn University Institute of Technology

**OFFICE USE  
ONLY**  
Date Received

**CHECK ALL THAT APPLY.**

- \_\_\_\_\_ I understand the expectations, as explained on the previous page, must be for advancement through and successful completion of the **Surgical Technology Program**.
- \_\_\_\_\_ Upon admission to the program, I received a copy of the Technical Standards and they have been explained to me.
- \_\_\_\_\_ I would like to discuss the Standards checked below.
- \_\_\_\_\_ A. Physical Demands / Motor Skills
- \_\_\_\_\_ B. Sensory/ Communication
- \_\_\_\_\_ C. Critical Thinking/ Observation/ Reasoning Skills
- \_\_\_\_\_ D. Interpersonal Skills / Professionalism
- \_\_\_\_\_ E. Health/Memory

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PLEASE PRINT NAME** \_\_\_\_\_

**Disability**

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If you are a student with a disability that may substantially limit your ability to participate in this class and believe you will need accommodations, it is your responsibility to contact:

**Washburn Student Accessibility Services**

**MK Hunt, Assistant Director**

Location: Building A, Student Services North

Phone: 785-670-3364

E-Mail: [mk.hunt@washburn.edu](mailto:mk.hunt@washburn.edu)

<https://www.washburn.edu/studentaccessibility/staff.html>

**Non-Discrimination**

Washburn University [prohibits discrimination](#) on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. The following person has been designated to handle inquiries regarding the non-discrimination policies: Michelle Godinet, Equal Opportunity Director/Title IX Coordinator, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621, 785.670.1509, [codirector@washburn.edu](mailto:codirector@washburn.edu).



## Technical Standards

### WELDING (CERT A, CERT B, or CERT C)

The technical standards discussed in the following chart define performance expectations that must be met for advancement through and successful completion of the **Welding Program (CERT A, CERT B, or CERT C)**. It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions. These standards can also be used to determine whether accommodations or modifications are necessary and have been established through consideration by faculty and consultation with the following sources: consultation with the advisory committee for the program, The Vocational Rehabilitation Act, The Americans with Disabilities Act, Dictionary of Occupational Titles, O\*Net Online developed for the U.S. Department of Labor.

ABILITY	STANDARD	Some examples of necessary activities (not all inclusive)
<b>Physical Demands / Motor Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must have the ability to perform physical activities that require considerable use of your hands, arms and legs and moving your whole body. This will include Extent Flexibility, Finger Dexterity, Manual Dexterity, Arm-Hand Steadiness, Trunk Strength, and Control Precision.</li> </ul>	<ul style="list-style-type: none"> <li>• Have the ability to bend, stretch, twist, squat, or reach with your body, arms, and/or legs and doing such movements as climbing, lifting, balancing, walking, stooping, and handling of materials.</li> <li>• The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.</li> <li>• Must have the ability to lift 50 lbs of weight. Ex. Building materials, equipment, etc.</li> <li>• Have the ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.</li> </ul>
<b>Critical Thinking/ Sensory/ Observation/ Reasoning Skills</b>	Candidate/Student <ul style="list-style-type: none"> <li>• Must be able to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.</li> <li>• Must be able to be attentive in the classroom, observe demonstrations and participate in lab classes.</li> <li>• Must have visual perception</li> <li>• Must be able to problem solve and diagnose including obtaining, interpreting, and documenting data.</li> <li>• Must be able to recognize when</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate problem solving skills.</li> <li>• Understanding written sentences and paragraphs in work related documents.</li> <li>• Determining causes of operating errors and deciding what to do about it.</li> <li>• These observations require the functional use of vision, hearing, and other sensory modalities.</li> <li>• Combine pieces of information to produce answers that make sense.</li> <li>• Recognize abnormal mechanical sounds.</li> <li>• Recognize unusual smells such as gas</li> </ul>

	<p>there is a problem or possible problem.</p> <ul style="list-style-type: none"> <li>• Make themselves aware of their surroundings by using their senses.</li> <li>• Must be able to retain information from instruction and demonstration so that a series of required steps are completed in the proper order.</li> </ul>	<p>leaks and things burning.</p> <ul style="list-style-type: none"> <li>• Seeing abnormal conditions occurring in machinery operation.</li> </ul>
<b>Behavioral / Social Skills and Professionalism</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must have sufficient personal skills for successful interactions with customers, colleagues, supervisors, and from a variety of social, emotional, cultural, and intellectual backgrounds.</li> <li>• Must possess the emotional well-being required for use of their intellectual abilities, the exercise of sound judgment, the prompt completion of all responsibilities in the classroom and for lab projects.</li> <li>• Must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as when dealing with clients, colleagues, and industry situations.</li> <li>• Must have the ability to develop organizational skills necessary to meet deadlines and manage time.</li> <li>• Student will be expected to learn and apply workplace responsibilities.</li> <li>• A student must be able to work independently in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Have face-to-face discussions with individuals in work areas.</li> <li>• Demonstrate good personal hygiene, professional conduct, and appearance.</li> <li>• Be willing to work with others building team skills.</li> <li>• Working with other students and instructor to explain and teach task to assure understanding of skills and knowledge.</li> <li>• Demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation.</li> <li>• Maintain client confidentiality.</li> <li>• Be an honest and ethical worker. Be pleasant with others and display a good-natured, cooperative attitude.</li> <li>• Be careful about detail and thoroughness in completing work tasks.</li> <li>• Maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations.</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Candidate/Student must be able to communicate not only in speech but reading and writing in English.</li> <li>• Must be sensitive to multicultural and multilingual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, a thought on paper on how an operation of training equipment occurred.</li> <li>• Read chapters in text and manuals and answer questions on the topics at hand.</li> <li>• Orally explain how you arrive at your completions on work stations.</li> <li>• English communication skills for necessary interaction with faculty, peers, customers, and others orally and in writing.</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>• Must have the ability to work in various environments (hot, cold, damp, heights,).</li> <li>• Must meet work environment criteria at time of employment</li> </ul>	<p>In class and on the job requirements:</p> <ul style="list-style-type: none"> <li>• Being careful about detail, precision, and thoroughness of work tasks completion.</li> <li>• Being reliable, responsible, and</li> </ul>

	<p>NOTE: At time of employment may be expected to have a resume, a valid Driver's License, pass a drug test, pass a background check, and documentation to legally work in the United States.</p> <p>NOTE: The same requirements may be necessary if participating in OJT (On the Job Training) during your program.</p>	<p>dependable, and fulfilling obligations.</p> <ul style="list-style-type: none"> <li>• Be willing to perform at work stations with safety in mind and build on safety habits.</li> </ul> <p>NOTE: Many companies have specific requirements that must be met before hiring or accepting to be a part of an OJT</p>
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**PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.**  
TECHNICAL STANDARDS FOR ENROLLMENT IN the **WELDING Program**  
(CERT A, CERTB, or CERT C).  
Washburn Institute of Technology

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- \_\_\_\_\_ C. Behavioral / Social Skills and Professionalism
- \_\_\_\_\_ D. Communication Skills
- \_\_\_\_\_ E. Working Conditions

**QUESTIONS OR COMMENTS:** (If additional information, attach another page.)

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