

The **Automotive Technology** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand • Be able to comprehend complex procedures, based on written service publications 	<ul style="list-style-type: none"> • Communicate procedures for auto repair to coworkers and customers • Read and write work orders • Read schematics, meters, diagnostic equipment, and procedures.
Mobility / Motor Skills	<ul style="list-style-type: none"> • Gross and fine motor skills sufficient to move the hands and sufficient finger dexterity to grasp or manipulate small parts/objects • Ability to safely operate in and around machinery and high voltage electrical machinery • Mobility sufficient to perform physical activities that require considerable use of arms and legs and moving the whole body 	<ul style="list-style-type: none"> • Make auto repairs • Assemble parts • Work with many types of hand, air, or other power tools • Physical activities may include: <ul style="list-style-type: none"> • Crawling • Lifting • Balancing • Stooping
Physical Strength and Stamina	<ul style="list-style-type: none"> • Ability sufficient to lift, carry, and manipulate 50-80 lbs safely 	<ul style="list-style-type: none"> • Lift and carry wheels, engine parts, brake rotors, etc. • Install equipment overhead

Standard	Essential Function	Examples
<p>Sensory</p> <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range • Visual skills to inspect or assess for safety • Visual skills sufficient to differentiate colors • Listening skills sufficient to communicate with others • Identify sounds from the vehicle during diagnostic phase • Install parts by touch, out of eyesight 	<ul style="list-style-type: none"> • Identify defects and make repairs • Identify wires on a wiring diagram using colors • Inspect an area or piece of equipment for potential failures or safety issues • Listen to customer's assessment of problem • Listen for sounds to diagnose problem • Hear others inside of an industrial shop or in the field by voice, loud speaker, phone, and/or two-way radio • Detect potential dangers in the shop such as smelling gas leaks, identifying leaks in hydraulic lifts, etc. • Feel for proper threading of fasteners. • Feel for proper seating or alignment of components
<p>Environmental / Occupational Exposure</p>	<ul style="list-style-type: none"> • Possible exposure to extreme noise levels • Possible exposure to extreme weather • Possible exposure to dust, chemicals, and fumes • Work in confined spaces • Possible exposure to high voltage situations 	<ul style="list-style-type: none"> • Work around motors and air tools • Work outside or inside of a non-climate-controlled shop • Work with petroleum products and other hazardous chemicals • Work under a vehicle to make repairs • Work on high voltage systems

Standard	Essential Function	Examples
Field or Industry Professional Standards	<ul style="list-style-type: none">• Valid driver's license in order to operate lab vehicles• Eligibility for Maine State Inspection	<ul style="list-style-type: none">• Will have to drive vehicles in this industry

The **Building Construction Technology** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand 	<ul style="list-style-type: none"> • Communicate with coworkers and customers
Mobility / Motor Skills	<ul style="list-style-type: none"> • Motor skills sufficient to move the hands and use hands to grasp or manipulate objects • Mobility sufficient to perform physical activities that require considerable use of arms and legs and moving the whole body • Ability to work in varied spaces 	<ul style="list-style-type: none"> • Use hand tools and power tools • Physical activities may include: <ul style="list-style-type: none"> • Stooping • Crawling • Reaching • Squatting • Lifting • Bending • Balancing • Climbing • Work spaces may include extreme heights, crawlspaces, or confined spaces
Physical Strength and Stamina	<ul style="list-style-type: none"> • Ability to participate in an activity for long periods of time • Ability sufficient to lift and carry at least 50 pounds 	<ul style="list-style-type: none"> • Participate in project-related activity for up to six continuous hours • Lift and move building materials

Standard	Essential Function	Examples
Sensory <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range • Ability to distinguish colors, shades, and textures of various materials • Visual skills to inspect or assess for safety • Listening skills sufficient to communicate with others 	<ul style="list-style-type: none"> • View blueprints, sketches, schematic drawings • Read a tape measure • Inspect an area or piece of equipment for potential failures or safety issues • Hear others inside of an industrial shop or in the field by voice, loud speaker, phone, and/or two-way radio
Environmental / Occupational Exposure	<ul style="list-style-type: none"> • Possible exposure to extreme noise levels • Possible exposure to extreme weather • Possible exposure to dust, chemicals, and fumes 	<ul style="list-style-type: none"> • Work outdoors • Work with construction materials and tools
Field or Industry Professional Standards	<ul style="list-style-type: none"> • Safely operate tools and equipment • Wear safety equipment 	

The **Computer Technology** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand 	<ul style="list-style-type: none"> • Communicate with coworkers and customers via email, phone, or face-to-face
Mobility / Motor Skills	<ul style="list-style-type: none"> • Motor skills sufficient to move the hands and use hands to grasp or manipulate objects • Ability to perform basic computer functions • Ability to work in varied spaces • Mobility sufficient to perform physical activities that require occasional use of arms and legs and moving the whole body 	<ul style="list-style-type: none"> • Move a computer mouse, press multiple keyboard keys simultaneously, etc. • Workspaces may include heights, crawlspaces, or confined spaces • Physical activities might include: <ul style="list-style-type: none"> • Bending • Squatting • Lifting • Carrying • Crawling • Climbing
Physical Strength and Stamina	<ul style="list-style-type: none"> • Ability to sit at computer for extended periods of time • Ability sufficient to lift and carry equipment 	<ul style="list-style-type: none"> • Sit for extended periods to finish projects • Carry and set up equipment such as servers, routers/switches, cabling, etc.
Sensory <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range 	<ul style="list-style-type: none"> • Work with wires and switches • Distinguish small details on computer monitor

Standard	Essential Function	Examples
Environmental / Occupational Exposure	•	•
Field or Industry Professional Standards	•	•

The **Culinary Arts** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand 	<ul style="list-style-type: none"> • Communicate with coworkers and customers • Explain procedures • Give and take directions
Mobility / Motor Skills	<ul style="list-style-type: none"> • Motor skills sufficient to move the hands and use hands to grasp or manipulate objects • Mobility sufficient to perform physical activities that require considerable use of arms and legs and moving the whole body • Ability to safely operate in and around kitchen equipment 	<ul style="list-style-type: none"> • Use mixing, whisking, dicing, and piping skills • Move freely, quickly, and safely in a close environment • Move supplies between floor and standard height above head • Move from workstation to workstation • Lift supplies from floor or remove supplies from overhead storage racks • Lift and transport trays with plated foods, china, and small wares • Complete cleaning responsibilities that require stooping, bending, and climbing • Safely manipulate small wares, equipment and equipment controls • Safely use knives and other commercial cooking equipment • Safely pour liquids including hot liquids

Standard	Essential Function	Examples
Physical Strength and Stamina	<ul style="list-style-type: none"> • Ability sufficient to lift food and equipment • Ability to stand for extended periods of time 	<ul style="list-style-type: none"> • Lift and safely move heavy pots, pans, stock pots, and small equipment • Stand and move about kitchen and dining areas
Sensory <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range • Listening skills sufficient to communicate with others • Identify various sounds in the kitchen • Ability to analyze flavors, textures, and scents for all products produced • Ability to tolerate various odors and textures 	<ul style="list-style-type: none"> • View food for presentation • Read meters and gauges • Read printed and written instructions and labels • Hear voice instructions in a noisy environment • Detect equipment alarms • Taste and feel all products produced and be able to determine quality and doneness • Adjust flavor appropriately • Touch raw meat • Smell various foods
Environmental / Occupational Exposure	<ul style="list-style-type: none"> • Possible exposure to foods that cause life-threatening food allergies • Possible exposure to chemicals 	<ul style="list-style-type: none"> • Wheat or nut allergies • Cleaning chemicals
Field or Industry Professional Standards	<ul style="list-style-type: none"> • Operate machinery and equipment safely and efficiently • Read MSDS documents 	<ul style="list-style-type: none"> • Use a hand-held fire extinguisher

The **Diesel, Truck, and Heavy Equipment Technology** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand 	<ul style="list-style-type: none"> • Communicate procedures for repairs to coworkers and customers • Write work orders • Read prints, schematics, and documents
Mobility / Motor Skills	<ul style="list-style-type: none"> • Motor skills sufficient to move the hands and use hands to grasp or manipulate • Ability to safely operate in and around machinery • Ability to install items overhead • Mobility sufficient to perform physical activities that require considerable use of arms and legs and moving the whole body 	<ul style="list-style-type: none"> • Make repairs • Assemble parts • Work with many types of hand, air, or other power tools • Work at heights up to 35' while carrying tools and equipment • Physical activities may include: <ul style="list-style-type: none"> • Climbing • Lifting • Balancing • Stooping • Reaching
Physical Strength and Stamina	<ul style="list-style-type: none"> • Ability sufficient to lift and carry 	<ul style="list-style-type: none"> • Lift and carry wheels, engine parts, brake rotors, etc.

Standard	Essential Function	Examples
<p>Sensory</p> <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range • Listening skills sufficient to communicate with others • Identify sounds from the vehicle during diagnostic phase • Visual skills to inspect or assess for safety 	<ul style="list-style-type: none"> • Identify defects and make repairs • Clearly distinguish all primary colors • Read meters and testers • Listen to customer’s assessment of problem • Hear others inside of an industrial shop or in the field by voice, loud speaker, phone, and/or two-way radio • Listen for various pitches emitted by testers and meters • Inspect an area or piece of equipment for potential failures or safety issues • Detect potential dangers in the shop such as smelling gas leaks, identifying leaks in hydraulic lifts, etc.
<p>Environmental / Occupational Exposure</p>	<ul style="list-style-type: none"> • Possible exposure to extreme noise levels • Possible exposure to extreme weather • Possible exposure to dust, chemicals, and fumes • Ability to use petroleum products or other chemicals 	<ul style="list-style-type: none"> • Work around motors and air tools • Work outside or inside of a non-climate-controlled shop • Work around diesel fuel, motor oil, etc.
<p>Field or Industry Professional Standards</p>	<ul style="list-style-type: none"> • Wear safety equipment • Valid Driver’s License • CDL standards (for vision/etc.) 	<ul style="list-style-type: none"> • Wear safety glasses • Good peripheral vision and depth perception • 20/40 corrected in at least one eye (CDL standard)

The **Early Childhood Education** program technical standards have been developed to inform students of the essential nonacademic functions of the program and profession. Examples are not all-inclusive.

Standard	Essential Function	Examples
<p>Communication Oral / Written</p>	<ul style="list-style-type: none"> • Effective verbal and written communication to support collaborative professional relationships with colleagues, professional partners, children, and children’s families. 	<ul style="list-style-type: none"> • Compose emails and texts in standard English • Communicate with children using appropriate tones and language and at their level • Discuss children’s needs and developmental progress with parents and educational support personnel • Document in writing and through oral language educational and curriculum plans
<p>Critical Thinking and Decision Making</p>	<ul style="list-style-type: none"> • Ability to maintain focus in an early childhood setting. • Ability to adapt quickly and effectively to changes in daily routines, environments, and situations. • Ability to follow guidance, feedback, and directions related to early childhood best practices. • Ability to maintain proper professional boundaries in both home and school environments. 	<ul style="list-style-type: none"> • Limit use of technology to classroom-focused activities • Respond appropriately during emergency situations • Follow written and verbal feedback with minimal prompting • Apply rules and regulations with minimal prompt • Adapt behavior, language, and positioning based on the situation

Standard	Essential Function	Examples
Mobility / Motor Skills	<ul style="list-style-type: none"> Actively participate in and support an early childhood education setting’s daily routine 	<ul style="list-style-type: none"> Sustain periods of mobility Physically interacting with children indoors and outdoors Participate in and facilitate gross and fine motor activities. Lift children, move furniture, and move equipment Physical activities may include: <ul style="list-style-type: none"> Bending Lifting Twisting Crouching
Physical Strength and Stamina	<ul style="list-style-type: none"> Ability to possess sufficient physical strength, mobility, and stamina to meet the daily demands of working with children in active and sometimes physically demanding environments. 	<ul style="list-style-type: none"> Maintain the physical endurance required to work a full day in a busy, dynamic classroom Lift, carry, and move children and classroom materials
Sensory <ul style="list-style-type: none"> Sight Sound Taste Touch Smell 	<ul style="list-style-type: none"> Ability to monitor children according to state licensing and accreditation requirements Ability to tolerate multiple sensory inputs 	<ul style="list-style-type: none"> Observe and participate in activities with children Observe and document children’s development and learning Respond to verbal cues and responses from children, such as questions or crying Change diapers and care for sick or injured children

Standard	Essential Function	Examples
<p>Environmental / Occupational Exposure</p>	<ul style="list-style-type: none"> • Ability to safely and effectively work in environments that may involve exposure to communicable illnesses, bodily fluids, and common childhood conditions • Working with children who may exhibit unpredictable behaviors, emotional outbursts, or physical contact requiring calm, consistent, and safe responses. • Ability to work in varying environmental temperatures and conditions. 	<ul style="list-style-type: none"> • Follow state and accreditation safety protocols, such as the use of protective gloves and sanitation procedures • Respond to challenging behaviors in a calm and appropriate manner • Dress appropriately for the weather
<p>Field or Industry Professional Standards</p>	<ul style="list-style-type: none"> • Implement and adhere to an early childhood setting’s operating procedure, state childcare licensing rules, Maine Department of Education regulations, and/or the National Association for the Education of Young Children’s Code of Ethical Conduct. 	<ul style="list-style-type: none"> • Obtain applicable background check(s) with fingerprinting (CHRC and DHHS Child Care Provider) • Complete required training and certifications such as CPR/First Aid or BLS (Basic Life Support), Mandated Reporter Training, and State-approved health and safety training

The **Electrical and Automation Technology** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> Skills sufficient to communicate information and ideas so others will understand 	<ul style="list-style-type: none"> Communicate with coworkers and customers
Mobility / Motor Skills	<ul style="list-style-type: none"> Motor skills sufficient to move the hands and use hands to grasp or manipulate objects Ability to perform basic computer functions Mobility sufficient to perform physical activities that require considerable use of arms and legs and moving the whole body Ability to safely operate in and around electricity 	<ul style="list-style-type: none"> Visually inspect, move, and control a robot Work with electrical wiring Enter data into a computer, open, save, and close files and programs Physical activities may include: <ul style="list-style-type: none"> Stooping Crawling Reaching Squatting Lifting Bending Use a meter to test, verify, or troubleshoot an energized circuit
Physical Strength and Stamina	<ul style="list-style-type: none"> Ability to participate in an activity for long periods of time 	<ul style="list-style-type: none"> Work on a project for up to six continuous hours
Sensory <ul style="list-style-type: none"> Sight Sound Taste Touch Smell 	<ul style="list-style-type: none"> Visual skills sufficient to see details at close range Ability to distinguish colors, shades, and textures Visual skills to inspect or assess for safety Listening skills sufficient to communicate with others 	<ul style="list-style-type: none"> View blueprints, sketches, and schematic drawings Work with wires of different colors Inspect an area or piece of equipment for potential failures or safety issues Hear others inside of an industrial shop or in the

Standard	Essential Function	Examples
		field by voice, loud speaker, phone, and/or two-way radio
Environmental / Occupational Exposure	<ul style="list-style-type: none"> • Possible exposure to extreme noise levels • Possible exposure to dust, chemicals, and fumes 	<ul style="list-style-type: none"> •
Field or Industry Professional Standards	<ul style="list-style-type: none"> • Safely operate tools and equipment 	<ul style="list-style-type: none"> •

The **Electricians Technology** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> Skills sufficient to communicate information and ideas so others will understand 	<ul style="list-style-type: none"> Communicate with coworkers and customers
Mobility / Motor Skills	<ul style="list-style-type: none"> Motor skills sufficient to move the hands and use hands to grasp or manipulate objects Ability to perform basic computer functions Mobility sufficient to perform physical activities that require considerable use of arms and legs and moving the whole body Ability to safely operate in and around electricity 	<ul style="list-style-type: none"> Work with electrical wiring Enter data into a computer, open, save, and close files and programs Physical activities may include: <ul style="list-style-type: none"> Stooping Crawling Reaching Squatting Lifting Bending Use a meter to test, verify, or troubleshoot an energized circuit
Physical Strength and Stamina	<ul style="list-style-type: none"> Ability to participate in an activity for long periods of time 	<ul style="list-style-type: none"> Work on a project for up to six continuous hours
Sensory <ul style="list-style-type: none"> Sight Sound Taste Touch Smell 	<ul style="list-style-type: none"> Visual skills sufficient to see details at close range Ability to distinguish colors, shades, and textures Visual skills to inspect or assess for safety Listening skills sufficient to communicate with others 	<ul style="list-style-type: none"> View blueprints, sketches, and schematic drawings Work with wires of different colors Inspect an area or piece of equipment for potential failures or safety issues Hear others inside of an industrial shop or in the field by voice, loud speaker, phone, and/or two-way radio

Standard	Essential Function	Examples
Environmental / Occupational Exposure	<ul style="list-style-type: none"> • Possible exposure to extreme noise levels • Possible exposure to dust, chemicals, and fumes 	<ul style="list-style-type: none"> •
Field or Industry Professional Standards	<ul style="list-style-type: none"> • Safely operate tools and equipment 	<ul style="list-style-type: none"> •

The **Digital Graphic Design** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand 	<ul style="list-style-type: none"> • Communicate with coworkers and customers via email, phone, or face-to-face
Mobility / Motor Skills	<ul style="list-style-type: none"> • Motor skills sufficient to grasp and manipulate objects • Ability to perform basic computer functions • Mobility sufficient to perform physical activities that require occasional use of arms and legs and moving the whole body 	<ul style="list-style-type: none"> • Move a computer mouse, draw with a stylus, draw with paper and pencil, insert flash drive, use a camera, use paper cutter, use x-acto knife, etc. • Press multiple keyboard keys simultaneously • Physical activities may include: <ul style="list-style-type: none"> • Bending • Squatting • Lifting • Climbing
Physical Strength and Stamina	<ul style="list-style-type: none"> • Ability to sit at computer for extended periods of time • Ability sufficient to lift equipment • Ability to handle electronic equipment 	<ul style="list-style-type: none"> • Sit at desk for periods of time to finish projects • Carry and set up photography equipment • Use of digital cameras, video cameras, laptops, iPads, Wacom tablets, etc.
Sensory <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range • Ability to clearly distinguish colors and shades of color • Ability to identify loud and soft sounds and distinguish between foreground and background noise 	<ul style="list-style-type: none"> • Distinguish keyboard keys and small details on ruler, computer monitor, or camera display • Use multiple colors in a project • Edit multiple sounds in a video project

Standard	Essential Function	Examples
Environmental / Occupational Exposure	<ul style="list-style-type: none"> • Possible exposure to chemicals and fumes 	<ul style="list-style-type: none"> • Chemical exposure in printing processes such as various glues and inks
Field or Industry Professional Standards	<ul style="list-style-type: none"> • Ability to use time management skills effectively 	<ul style="list-style-type: none"> • Balancing multiple projects

The **Fine Woodworking and Cabinet Making** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand 	<ul style="list-style-type: none"> • Communicate with coworkers and customers
Mobility / Motor Skills	<ul style="list-style-type: none"> • Motor skills sufficient to move the hands and use hands to grasp or manipulate objects • Mobility sufficient to perform physical activities that require considerable use of arms and legs and moving the whole body • Ability to work in varied spaces 	<ul style="list-style-type: none"> • Use hand tools and power tools • Physical activities may include: <ul style="list-style-type: none"> • Stooping • Crawling • Reaching • Squatting • Lifting • Bending • Balancing • Climbing • Work spaces may include extreme heights, crawlspaces, or confined spaces
Physical Strength and Stamina	<ul style="list-style-type: none"> • Ability to participate in an activity for long periods of time • Ability sufficient to lift and carry at least 50 pounds 	<ul style="list-style-type: none"> • Participate in project-related activity for up to six continuous hours • Lift and move building materials

Standard	Essential Function	Examples
Sensory <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range • Ability to distinguish colors, shades, and textures of various materials • Visual skills to inspect or assess for safety • Listening skills sufficient to communicate with others 	<ul style="list-style-type: none"> • View blueprints, sketches, schematic drawings • Read a tape measure • Inspect an area or piece of equipment for potential failures or safety issues • Hear others inside of an industrial shop or in the field by voice, loud speaker, phone, and/or two-way radio
Environmental / Occupational Exposure	<ul style="list-style-type: none"> • Possible exposure to extreme noise levels • Possible exposure to extreme weather • Possible exposure to dust, chemicals, and fumes 	<ul style="list-style-type: none"> • Work outdoors • Work with construction materials and tools
Field or Industry Professional Standards	<ul style="list-style-type: none"> • Safely operate tools and equipment • Wear safety equipment 	

The **Fire Science** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand • Skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds 	<ul style="list-style-type: none"> • Interact with citizens verbally and in writing • Testify in court to present evidence or act as a witness • Make public presentations on fire safety
Mobility / Motor Skills	<ul style="list-style-type: none"> • Motor skills sufficient to move the hands and use hands to grasp or manipulate objects • Ability to safely operate in and around vehicles • Mobility sufficient to maneuver in varied terrain • Mobility sufficient to perform physical activities that require considerable use of arms and legs and moving the whole body • Mobility sufficient to perform physical activities that require dexterity and flexibility to move body in a variety of positions 	<ul style="list-style-type: none"> • Safely drive a vehicle • Physical activities may include: <ul style="list-style-type: none"> • Running • Jumping • Bending • Lifting • Stooping • Crawling • Climbing • Reaching • Maneuver in confined spaces • Maneuver up and down a ladder at various heights
Physical Strength and Stamina	<ul style="list-style-type: none"> • Ability to stand or sit for extended periods of time • Ability sufficient to lift and carry equipment and a person 	<ul style="list-style-type: none"> • Ability to stand or sit for extended periods of time • Ability sufficient to lift and carry a person to safety • Ability to wear heavy equipment, such as an air tank

Standard	Essential Function	Examples
Sensory <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range • Listening skills sufficient to communicate with others • Ability to touch to perform physical assessments • Ability to tolerate various odors 	<ul style="list-style-type: none"> • Identify objects, actions, and events • Hear equipment/emergency alarms or calls for help • Feel for pulse
Environmental / Occupational Exposure	<ul style="list-style-type: none"> • Environmental hazards • Exposure to extreme temperatures and weather conditions • Ability to respond quickly and work under high stress situations • Wear appropriate safety gear 	<ul style="list-style-type: none"> • Respond appropriately in emergency to maintain safety • Exposure to extreme heat, smoke, and wet conditions • Wear face mask, helmet, fire suit, and air tank, etc.
Field or Industry Professional Standards	<ul style="list-style-type: none"> • Must be 18 years old • Physical examination form completed 	

The **Medical Assistant Technology** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
<p>Communication Oral / Written</p>	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand • Skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds • Ability to interpret nonverbal communication 	<ul style="list-style-type: none"> • Legibly document relevant patient information (manual or via computer) using correct terminology and spelling • Interpret doctor’s orders • Record patient responses to treatments • Establish rapport with patients, families, and other health care providers
<p>Mobility / Motor Skills</p>	<ul style="list-style-type: none"> • Motor skills sufficient to move the hands and use hands to grasp or manipulate objects, pinch with thumb or forefinger • Mobility sufficient to perform physical activities that require considerable use of arms and legs and moving the whole body • Mobility sufficient to reach above shoulder height • Mobility sufficient to bend and retrieve items below waist level • Ability to perform repetitive tasks 	<ul style="list-style-type: none"> • Utilize delicate instruments with patients • Maneuver in confined spaces • Twist body to adjust equipment and obtain supplies in various positions • Physical activities may include: <ul style="list-style-type: none"> • Bending • Stooping • Lifting • Reaching • Kneeling • Crouching • Squatting
<p>Physical Strength and Stamina</p>	<ul style="list-style-type: none"> • Ability to stand for extended periods of time • Ability sufficient to lift and carry up to 50 pounds • Ability to support and assist patients 	<ul style="list-style-type: none"> • Stand and walk up to 12-hour shifts • Lift and carry equipment • Assist patient in and out of a wheelchair and on/off an examination table

Standard	Essential Function	Examples
	<ul style="list-style-type: none"> • Ability to push 200 pounds 	<ul style="list-style-type: none"> • Push a patient weighing 200 pounds in a wheelchair
<p>Sensory</p> <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range and manipulate equipment • Visual skills sufficient to discriminate shapes and colors • Listening skills sufficient to communicate with others • Identify various sounds • Ability to touch and locate anatomy on patients to perform physical assessments • Ability to tolerate various odors • Visual ability for central and peripheral observation as necessary in operation of equipment and patient care 	<ul style="list-style-type: none"> • Read accurately numbers, letters, and cursive writing on instruments, equipment, computer screens, and paper • Identify reagents and other materials such as laboratory media and the physical properties of various body fluids • Observe patient responses to treatment • Hear verbal communication from patients and other health care team members • Hear equipment/emergency alarms, call bell, or call for help • Listen to heart, lung, and blood pressure sounds • Feel for pulse • Differentiate between temperature and pressure variations • Work with patients with poor hygiene
<p>Environmental / Occupational Exposure</p>	<ul style="list-style-type: none"> • Exposure to communicable and infectious diseases, secretions, blood, and bodily fluids • Exposure to environmental hazards • Possible exposure to X-ray radiation • Ability to work under high stress situations and respond promptly 	<ul style="list-style-type: none"> • Possible exposure to HIV, hepatitis, etc. • Exposure to X-ray radiation, medicinal preparations, latex, and toxic substances • Respond appropriately in emergency to maintain patient safety and care

Standard	Essential Function	Examples
	<ul style="list-style-type: none"> • Ability to use personal protective equipment correctly 	
Field or Industry Professional Standards	<ul style="list-style-type: none"> • Criminal background check • CPR certification • Adhere and follow the Medical Assisting Education Review Board technical standards 	

The **Medical Radiography** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand • Skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds 	<ul style="list-style-type: none"> • Document relevant patient information (manual or via computer) using correct terminology and spelling • Interpret doctor’s orders • Record critical information regarding patients’ care • Establish rapport with patients, families, and other health care providers
Mobility / Motor Skills	<ul style="list-style-type: none"> • Motor skills sufficient to move the hands and use hands to grasp or manipulate small and large objects • Mobility sufficient to perform physical activities that require coordinated use of arms and legs and moving the whole body 	<ul style="list-style-type: none"> • Use instruments and operate equipment locks, dials, and buttons • Maneuver in confined spaces • Physical activities may include: <ul style="list-style-type: none"> • Bending • Stooping • Lifting • Reaching • Pushing
Physical Strength and Stamina	<ul style="list-style-type: none"> • Ability to stand for extended periods of time • Ability sufficient to lift and carry up to 30 pounds 	<ul style="list-style-type: none"> • Stand and walk up to 12-hour shifts • Lift and/or maneuver patients • Lift and move equipment • Wear a lead apron (6-15 lbs.) for up to 4 hours
Sensory <ul style="list-style-type: none"> • Sight • Sound • Taste 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range, manipulate 	<ul style="list-style-type: none"> • Observe patients’ condition • Differentiate between black, white, and shades of gray on a computer screen

Standard	Essential Function	Examples
<ul style="list-style-type: none"> • Touch • Smell 	<ul style="list-style-type: none"> • equipment, and operate a computer • Discern information from computers, electronic devices, patient charts and printed documents over extended periods • Listening skills sufficient to communicate with others • Identify various sounds • Ability to touch and locate anatomy on patients • Ability to tolerate various odors 	<ul style="list-style-type: none"> • Communicate in darkened radiographic rooms and operating rooms while wearing a surgical mask at distances up to 30 feet • Hear equipment/emergency alarms, call bell, or call for help • Listen to heart, lung, and blood pressure sounds • Feel for pulse • Perform radiographic examinations and physical assessments • Work with patients with poor hygiene
<p>Environmental / Occupational Exposure</p>	<ul style="list-style-type: none"> • Exposure to communicable and infectious diseases, secretions, blood, and bodily fluids • Exposure to environmental hazards • Exposure to X-ray radiation • Ability to work under high stress situations and respond promptly 	<ul style="list-style-type: none"> • Possible exposure to HIV, hepatitis, etc. • Exposure to X-ray radiation, medicinal preparations, latex, and toxic substances • Respond appropriately in emergency to maintain patient safety and care
<p>Field or Industry Professional Standards</p>	<ul style="list-style-type: none"> • Criminal background check • CPR certification • Pass drug screening • Comply with American Registry of Radiologic Technologists (ARRT) Standards of Ethics 	<ul style="list-style-type: none"> • Perform CPR • Adhere to ARRT Standards of Ethics

The **Nursing** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

<u>Standard</u>	<u>Essential Function</u>	<u>Examples</u>
Communication Oral / Written	Students must use effective spoken and written English to clearly communicate with patients, families, peers, faculty, and healthcare team members across diverse social, emotional, cultural, and intellectual backgrounds.	<ul style="list-style-type: none"> • Accurately document patient information manually and electronically using appropriate medical terminology • Read, interpret, and follow provider orders • Communicate patient responses to interventions and treatments • Establish and maintain professional therapeutic relationships with patients and families • Collaborate effectively with healthcare team members
Mobility / Motor Skills	Students must possess sufficient motor coordination, manual dexterity, and physical mobility to safely perform nursing skills and clinical tasks in a variety of healthcare environments.	<ul style="list-style-type: none"> • Safely handle and operate medical instruments and equipment using fine motor grasp to manipulate objects. • Perform cardiopulmonary resuscitation (CPR) • Prepare and administer medications via oral, intramuscular, and intravenous routes • Use computers and electronic health record systems • Mobility sufficient to perform physical activities that require dexterity and flexibility to move body in a variety of positions in order to navigate patient rooms, treatment areas, and confined clinical spaces • Perform physical activities including standing, pushing, pulling, bending, stooping, lifting, reaching, and rapid movements when required
Physical Strength and Stamina	Students must maintain adequate physical endurance and strength to meet the demands of classroom, laboratory, and clinical settings.	<ul style="list-style-type: none"> • Stand and walk up to 12-hour shifts • Walk significant distances per day • Lift, carry and move equipment weighing 10+ lbs • Assist in lifting and/or maneuver clients 50+ lbs.

<u>Standard</u>	<u>Essential Function</u>	<u>Examples</u>
<p>Sensory</p> <ul style="list-style-type: none"> • Sight • Sound • Touch • Smell 	<p>Students must demonstrate sufficient sensory abilities to perform accurate patient assessments and respond appropriately to clinical situations.</p>	<ul style="list-style-type: none"> • Visually observe patients, equipment, and environmental conditions • Hear verbal communication, alarms, call bells, and emergency signals • Auscultate heart, lung, and blood pressure sounds • Detect changes in patient condition through touch, such as palpating pulses • Tolerate and respond appropriately to various clinical odors
<p>Emotional Regulation</p>	<p>Students must demonstrate the ability to regulate emotions and respond appropriately in stressful, unpredictable, or emotionally charged situations commonly encountered in nursing education and clinical practice.</p>	<ul style="list-style-type: none"> • Maintain composure during high-stress clinical situations • Respond constructively to feedback, instruction, and evaluation from faculty and clinical supervisors • Demonstrate emotional composure when caring for patients experiencing pain, distress, or crisis • Adapt behavior appropriately when confronted with unexpected changes in patient condition or clinical environment • Manage personal stress in a manner that does not interfere with patient safety, learning, or professional responsibilities • Interact respectfully with patients, families, peers, and healthcare team members despite emotional or environmental challenges
<p>Environmental / Occupational Exposure</p>	<p>Students must be able to function safely in healthcare environments that may involve physical, emotional, and environmental stressors.</p>	<ul style="list-style-type: none"> • Exposure to communicable diseases, blood, bodily fluids, and secretions • Potential exposure to hazardous materials, medications, latex, and radiation • Work effectively under time pressure and in high-stress situations • Respond promptly and appropriately during emergencies to ensure patient safety • Use required personal protective equipment, including face masks

<u>Standard</u>	<u>Essential Function</u>	<u>Examples</u>
<p>Field or Industry Professional Standards</p>	<p>Students must meet all professional, ethical, and regulatory requirements necessary for participation in the nursing program and clinical experiences.</p>	<ul style="list-style-type: none"> • Successful completion of a criminal background check • Maintenance of current CPR certification • Completion of required health screenings and testing • Successful completion of admission and program requirements, which may include: <ul style="list-style-type: none"> • TEAS examination • Drug screening • Required immunizations and testing which may include but are not limited to: flu, MMR, varicella, tuberculosis, TDap

The **Paramedicine** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand • Skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds in a calm therapeutic manner. 	<ul style="list-style-type: none"> • Document relevant patient information (manual or via computer) using correct terminology and spelling • Interpret doctor’s orders • Record patient responses to treatments • Establish rapport with patients, families, and other health care providers
Mobility / Motor Skills	<ul style="list-style-type: none"> • Motor skills sufficient to move the hands and use hands to grasp or manipulate objects • Mobility sufficient to perform physical activities that require considerable use of arms and legs and moving the whole body • Mobility sufficient to perform physical activities that require dexterity and flexibility to move body in a variety of positions 	<ul style="list-style-type: none"> • Utilize instruments with patients • Move around in patients’ rooms and treatment areas • Maneuver in confined spaces • Environments may include extreme heat, cold, or moisture with uneven terrain. • Physical activities may include: <ul style="list-style-type: none"> • Running • Bending • Stooping • Lifting • Reaching
Physical Strength and Stamina	<ul style="list-style-type: none"> • Ability to stand for extended periods of time • Ability sufficient to lift and carry an average of 125 pounds independently or 250 pounds with assistance. 	<ul style="list-style-type: none"> • Stand and walk up to 24-hour shifts • Lift and/or maneuver patients • Lift and move equipment such as a gurney • Ability to self-rescue from dangerous environments.

Standard	Essential Function	Examples
Sensory <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range and manipulate equipment • Listening skills sufficient to communicate with others • Identify various sounds • Ability to touch and locate anatomy on patients to perform physical assessments • Ability to tolerate various odors 	<ul style="list-style-type: none"> • Observe patient responses to treatment • Hear equipment/emergency alarms, or call for help • Listen to heart, lung, and blood pressure sounds • Feel for pulse • Work with patients with poor hygiene. • Operate in industrial environments with loud sounds.
Environmental / Occupational Exposure	<ul style="list-style-type: none"> • Frequent exposure to communicable and infectious diseases, secretions, blood, and bodily fluids • Exposure to environmental hazards • Possible exposure to X-ray radiation • Ability to work under high stress and traumatic situations and respond promptly • Work in confined spaces 	<ul style="list-style-type: none"> • Possible exposure to HIV, hepatitis, etc. • Exposure to X-ray radiation, medicinal preparations, latex, and toxic substances • Respond appropriately in emergency to maintain patient safety and care • Possible exposure to violence, domestic abuse, and death.
Field or Industry Professional Standards	<ul style="list-style-type: none"> • Criminal background check • CPR certification • Valid Driver’s License • Immunization requirements 	<ul style="list-style-type: none"> • Additional federal law requirements • Medical Ethics

For more specific information please see the Maine EMS functional position description found at www.maine.gov/ems

The **Plumbing Technology** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
<p>Communication Oral / Written</p>	<ul style="list-style-type: none"> • Ability to understand verbal and written instructional approaches and apply this understanding to maintenance projects in a manner that produces quality outcomes and safe work practices. 	<ul style="list-style-type: none"> • Communicate with coworkers and customers • Be able to clearly and effectively communicate with others, at moderate distances and without line of sight. • Be able to understand orders, instructions and descriptions and be able to read and comprehend technical manuals, manufacturer’s specifications and instructions, and warning labels in English.
<p>Mobility / Motor Skills</p>	<ul style="list-style-type: none"> • Possess sufficient physical strength, flexibility, and dexterity to safely handle electrical and mechanical parts. • Motor skills sufficient to move the hands and use hands to grasp or manipulate objects • Ability to safely move around the jobsite • Ability to work in varied spaces 	<ul style="list-style-type: none"> • Use hand tools and power tools • Operate necessary tools, equipment, and machinery. • Remove and replace failed components. • Physical activities may include: <ul style="list-style-type: none"> • Stooping • Crawling • Reaching • Squatting • Lifting • Bending • Balancing • Climbing and working on a ladder • Position and maneuver in confined spaces to do repairs. • Work at varying heights. • Lift and transport equipment and materials as necessary.

<p>Physical Strength and Stamina</p>	<ul style="list-style-type: none"> • Ability to participate in an activity for long periods of time • Ability to safely lift/carry a minimum of 50 lbs. 	<ul style="list-style-type: none"> • Carry supplies. • Installing/repairing various components in multiple positions. • Use sensory cues to conduct inspections and tests to determine causes of failures, and respond properly.
<p>Sensory</p> <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range • Be able to distinguish between tones of various pitches and differentiate between the primary colors • Listening skills sufficient to communicate with others • Ability to use sensory (hearing, visual, and smell) skills to be able to detect danger from various equipment found in maintenance facilities. understand what is being communicated 	<ul style="list-style-type: none"> • Have sufficient visual capacity to interpret read-outs on meters, gauges, and other measuring devices. • Distinguish identifying colors of wires, knobs, and other objects. • Recognize and compare shapes and forms of objects. • Have sufficient visual capacity to read blueprints, sketches, schematic diagrams and other printed documents including but not limited to tape measures, architect and engineer scales, meters and testers. • Detect and respond to indicators of malfunctions.
<p>Environmental / Occupational Exposure</p>	<ul style="list-style-type: none"> • Ability to tolerate and adequately function in hot and cold work conditions • Possible exposure to extreme noise levels • Possible exposure to extreme weather • Possible exposure to dust, chemicals, and fumes 	<ul style="list-style-type: none"> • Work for 6 hours in indoor and outdoor areas without heating or air conditioning. • Work outdoors • Work with construction materials and tools • Work with various chemicals and toxins

	<ul style="list-style-type: none"> • Must not have a debilitating fear of insects, spiders, snakes or lizards. 	
Field or Industry Professional Standards	<ul style="list-style-type: none"> • Safely operate tools and equipment • Wear safety equipment • Must be able to wear a tool pouch for up to 10 hours per day. 	<ul style="list-style-type: none"> • PPE includes but not limited to safety glasses, closed-toe shoes, hard-hats.

The **Refrigeration Air Conditioning, and Heating Technology** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
<p>Communication Oral / Written</p>	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand 	<ul style="list-style-type: none"> • Communicate with coworkers and customers • Be able to clearly and effectively communicate with others, at moderate distances and without line of sight. • Be able to understand orders, instructions and descriptions and be able to read and comprehend technical manuals, manufacturer’s specifications and instructions, and warning labels in English.
<p>Mobility / Motor Skills</p>	<ul style="list-style-type: none"> • Motor skills sufficient to move the hands and use hands to grasp or manipulate objects • Ability to safely move around the jobsite, which includes crawling into tight spaces, confined spaces, climbing and working on a ladder and working at various heights • Ability to work in varied spaces • Be able to effectively use a computer with a manual keyboard, mouse, and viewing a monitor / screen 	<ul style="list-style-type: none"> • Use hand tools and power tools • Physical activities may include: <ul style="list-style-type: none"> • Stooping • Crawling • Reaching • Squatting • Lifting • Bending • Balancing • Climbing • Work spaces may include extreme heights, crawlspaces, or confined spaces
<p>Physical Strength and Stamina</p>	<ul style="list-style-type: none"> • Ability to participate in an activity for long periods of time • Ability sufficient to lift and carry at least 60 pounds 	<ul style="list-style-type: none"> • Participate in project-related activity for up to six continuous hours

Standard	Essential Function	Examples
		<ul style="list-style-type: none"> • Be able to reach, manipulate, and operate equipment necessary for laboratory work.
<p>Sensory</p> <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range • Be able to distinguish between tones of various pitches and differentiate between the primary colors • Visual skills to inspect or assess for safety • Listening skills sufficient to communicate with others 	<ul style="list-style-type: none"> • Have good peripheral vision and depth perception. • Have sufficient visual capacity to read blueprints, sketches, schematic diagrams and other printed documents including but not limited to tape measures, architect and engineer scales, meters and testers. • Hear others inside of an industrial shop or in the field by voice, loud speaker, phone, and/or two-way radio
<p>Environmental / Occupational Exposure</p>	<ul style="list-style-type: none"> • Possible exposure to extreme noise levels • Possible exposure to extreme weather • Possible exposure to dust, chemicals, and fumes • Must not have a debilitating fear of insects, spiders, snakes or lizards. 	<ul style="list-style-type: none"> • Work outdoors • Work with construction materials and tools • Work with various chemicals including but not limited to; acids, acid-like chemicals, solvents, glues, cleaners, oils and refrigerants.
<p>Field or Industry Professional Standards</p>	<ul style="list-style-type: none"> • Safely operate tools and equipment • Wear safety equipment • Must be able to wear a tool pouch for up to 10 hours per day. 	<ul style="list-style-type: none"> • PPE includes but not limited to safety glasses, closed-toe shoes, hard-hats, safety harnesses, and fall protection gear.

The **Restaurant and Food Service Management** program technical standards have been developed to inform students of the non-academic essential functions of the program and profession. Examples are not all-inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand • Ability to adapt communication to diverse audiences 	<ul style="list-style-type: none"> • Communicate effectively and professionally verbally and in written form • Communicate with people of all ages
Mobility / Motor Skills	<ul style="list-style-type: none"> • Mobility sufficient to work in kitchen and dining environments • Fine motor skills to operate equipment and POS systems • Ability to manage tasks in varied work areas • Ability to safely operate in and around kitchen equipment 	<ul style="list-style-type: none"> • Move freely, quickly, and safely in a fast-paced kitchen and dining environments • Physical activities may include: <ul style="list-style-type: none"> • Stooping • Crawling • Reaching • Squatting • Lifting • Bending
Physical Strength and Stamina	<ul style="list-style-type: none"> • Ability sufficient to lift food and equipment • Ability to stand for extended periods of time 	<ul style="list-style-type: none"> • Stand during restaurant service and work extended hours in busy service periods • Lift and safely move heavy pots, pans, stock pots, and small equipment • Stand and move about the kitchen and dining areas

Standard	Essential Function	Examples
Sensory <ul style="list-style-type: none"> • Sight • Sound • Taste • Touch • Smell 	<ul style="list-style-type: none"> • Visual skills sufficient to see details at close range • Listening skills sufficient to communicate with others and respond to customers and staff • Ability to analyze flavors, textures, and scents for all products produced • Ability to tolerate various odors and textures 	<ul style="list-style-type: none"> • Assess presentation and quality of food • Hear orders or customer requests in noisy environments • Evaluate flavors and aromas in food preparation
Environmental / Occupational Exposure	<ul style="list-style-type: none"> • Possible exposure to foods that cause life-threatening food allergies • Possible exposure to chemicals • Possible exposure to hot, cold, humid, and noisy kitchen/dining environments 	<ul style="list-style-type: none"> • Exposure to ovens, ranges, fryers, refrigeration, and ventilation noise • Potential contact with common food allergens (wheat, nuts, dairy) and cleaning chemicals; must read and follow MSDS/SDS guidance
Field or Industry Professional Standards	<ul style="list-style-type: none"> • Adherence to OSHA lab safety protocols and proper use of PPE • Ability to comply with food safety/sanitation laws and organizational SOPs • Ability to operate restaurant equipment safely and train others in safe practices • Ability to execute basic emergency response (e.g., fire safety) and incident reporting 	<ul style="list-style-type: none"> • Apply time/temperature controls, cross-contamination prevention, and personal hygiene standards • Read MSDS/SDS and equipment manuals; lock-out/tag-out when required • Use a hand-held fire extinguisher and follow evacuation procedures

The **Surgical Technology** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> • Skills sufficient to communicate information and ideas so others will understand • Skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds 	<ul style="list-style-type: none"> • Must be able to speak clearly. • Accurately convey information using one or more means of communication (verbal, written to patients/Doctors and the health care team • Interpret doctor’s orders • Establish rapport with other health care providers
Mobility / Motor Skills	<ul style="list-style-type: none"> • Motor skills sufficient to move the hands, arms, and legs. • Fine motor abilities like finger dexterity, manual dexterity, arm-hand steadiness and trunk strength. • Good hand eye coordination 	<ul style="list-style-type: none"> • Manipulate fine and delicate sutures, instrumentations and equipment • Manipulate instruments, supplies and equipment with speed, dexterity and good eye-hand coordination • Ability to hold patient’s extremity for a minimum of 5 minutes. • Maneuver in confined spaces
Physical Strength and Stamina	<ul style="list-style-type: none"> • Ability to stand, bend, stoop, and or sit for extended periods of time in one location • Ability sufficient to lift and carry a minimum of 50 pounds • Ability to ambulate/move around without assistive devices 	<ul style="list-style-type: none"> • Stand and walk up to 12-hour shifts • Walk up to 5 miles per day • Lift and/or maneuver patients • Lift and move equipment
Sensory <ul style="list-style-type: none"> • Sight • Sound • Taste 	<ul style="list-style-type: none"> • Possess auditory ability to monitor and assess needs of the surgeon and other team members. 	<ul style="list-style-type: none"> • Be able to accurately read charts, small print, medication labels, syringes, and identify hand gestures.

Standard	Essential Function	Examples
<ul style="list-style-type: none"> • Touch • Smell 	<ul style="list-style-type: none"> • Possess visual acuity for observation and assessment during surgical procedure • Listening skills sufficient to communicate with others • Identify various sounds • Possess tactile perception to handle microscopic supplies, instrumentations and equipment. • Ability to detect unusual odors. • Ability to tolerate various odors 	<ul style="list-style-type: none"> • Hear and understand muffled communications without visualization of the communicator’s mouth/lips within 20 feet • Hear equipment/emergency alarms, call bell, or call for help • Capable of manipulating delicate instrumentation, equipment and implantable items while wearing surgical gloves • Demonstrate ability enough to load a fine (10-0) suture onto needle holders with/without corrective lenses and while wearing safety glasses needs to have distant vision adequate to see within a 10-foot radius. • Demonstrate sufficient peripheral vision to anticipate and function while in the sterile surgical environment. • Work with patients with poor hygiene
<p>Environmental / Occupational Exposure</p>	<ul style="list-style-type: none"> • Frequent exposure to communicable and infectious diseases, secretions, blood, and bodily fluids • Exposure to environmental hazards • Ability to work under high stress situations and respond promptly • Work in confined spaces 	<ul style="list-style-type: none"> • Possible exposure to communicable diseases and blood borne pathogens • Respond appropriately in emergency to maintain patient safety and care • Refrain from nourishment or restroom breaks for periods up to the duration of a shift. • Wear a surgical face mask and toga for duration of a shift
<p>Field or Industry Professional Standards</p>	<ul style="list-style-type: none"> • Criminal background check • CPR certification 	<ul style="list-style-type: none"> • Drug screening • Immunizations

Standard	Essential Function	Examples
	<ul style="list-style-type: none"><li data-bbox="495 289 846 363">• Completion of required tests and screening<li data-bbox="495 369 857 478">• Move without mobility assisted devices (clinical site requirement)	

The **Welding Technology** program technical standards have been developed to inform students of the nonacademic essential functions of the program and profession. Examples are not all inclusive.

Standard	Essential Function	Examples
Communication Oral / Written	<ul style="list-style-type: none"> Skills sufficient to communicate information and ideas so others will understand 	<ul style="list-style-type: none"> Communicate with coworkers and customers
Mobility / Motor Skills	<ul style="list-style-type: none"> Motor skills sufficient to move the hands and use hands to grasp or manipulate objects Mobility sufficient to perform physical activities that require considerable use of arms and legs and moving the whole body Ability to work in varied spaces 	<ul style="list-style-type: none"> Use hand tools Perform tasks in multiple positions (flat, horizontal, vertical, and overhead) at floor level and at heights over six feet Work in confined spaces Physical activities may include: <ul style="list-style-type: none"> Stooping Reaching Squatting Lifting Bending
Physical Strength and Stamina	<ul style="list-style-type: none"> Ability sufficient to lift and carry 	<ul style="list-style-type: none"> Lift steel plates, parts, fixtures, etc.
Sensory <ul style="list-style-type: none"> Sight Sound Taste Touch Smell 	<ul style="list-style-type: none"> Visual skills sufficient to see details at close range Ability to take precise measurements Ability to visualize two- and three-dimensional objects and spaces Ability to distinguish colors, shades, and textures Visual skills to inspect or assess for safety 	<ul style="list-style-type: none"> Understand and interpret information from books, handouts, diagrams, charts, and tables Read a tape measure View blueprints and sketches Inspect an area or piece of equipment for potential failures or safety issues
Environmental / Occupational Exposure	<ul style="list-style-type: none"> Possible exposure to extreme noise levels 	<ul style="list-style-type: none">

Standard	Essential Function	Examples
	<ul style="list-style-type: none"> • Possible exposure to extreme weather • Possible exposure to dust, chemicals, and fumes • Ability to tolerate variations in lighting 	
Field or Industry Professional Standards	<ul style="list-style-type: none"> • Ability to wear safety equipment 	<ul style="list-style-type: none"> • Wear safety glasses