



Davidson County Community College

Zoo and Aquarium Science Program

Essential Functions and Technical Standards for ZAS Students

Purpose Statement: The following standards reflect reasonable expectations of a student in the ZAS Program. Students will be learning and using skills and procedures that are required of professional animal keepers. These standards do reflect what may be required for employment of the graduate. To verify the students' ability to perform these essential functions, students may be required to demonstrate the following technical standards:

Criteria: Critical thinking /Problem Solving Skills

Standard:

- A) Ability to collect, interpret, integrate and synthesize information to make decisions and develop a plan of action.
 - 1) Example: Read and comprehend relevant information in textbooks, professional literature; acquire information from written documents and computer-information systems; identify cause/effect relationships; ability to understand and follow procedures; ability to solve problems and to develop, design and implement animal enrichments; use effective teaching, learning and test taking skills.

Criteria: Interpersonal Skills

Standard:

- A) Ability to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.
 - 1) Example: Students should be courteous at all times when dealing with each other, the professional staff and especially the public.

Criteria: Management Skills

Standard:

- A) Ability to function under stress and adapt to changing environments.
 - 1) Example: Manage academic schedules, deadlines and internship requirements; reporting at the designated location and time based upon the rotation and animal facility; Investing considerable time and effort above and beyond that which is minimally required to complete a task or project

during lab/internship hours; ability to find meaningful tasks to occupy your time after your routine work is complete and assist others towards job completion.

Criteria: Communication Skills

Standard:

- B) Ability to communicate effectively in English using verbal, nonverbal and written formats with faculty, professional staff, peers and visitors to assure smooth operation of the animal facility.
 - 1) Example: Animal keepers are required to be educators as well as stewards. Students will be given the opportunity to develop interpretive and educational skills by conducting keeper talks and/or interpretive experiences at their lab and internship facilities. Students will also document relevant animal information, using correct terminology and must demonstrate active listening and observation skills.

Criteria: Mobility/Motor Skills

Standard:

- A) Possess manual dexterity and motor skills to perform safe and effective husbandry tasks in a satisfactory manner.
 - 1) Example: Demonstrate adequate coordination; ability to stand for long periods; Perform husbandry procedures such as rinsing, scrubbing, and cleaning animal areas; Ability to lift 50 lbs. (bale of hay/bucket of water); Ability to walk, bend, kneel, reach and climb into tight exhibit spaces.

Criteria: Auditory Skills

Standard:

- A) Hearing ability to monitor and assess animal health and husbandry needs; Ability to communicate effectively with faculty, professional staff, peers and visitors.
 - 1) Example: Hear equipment and emergency alarms; hear calls for help; hear codes on the walkie-talkies to alert others to various safety issues; hear professional staff and visitor questions.

Criteria: Visual Skills

Standard:

- A) Visual ability to monitor and assess animal health and husbandry needs.
 - 1) Example: Your ability to observe and to look for signs of distress/stress in animals you are working with that might make them more likely to bite or act dangerously; ability to fully understand chemicals you are using.

Criteria: Tactile Skills

Standard:

- A) Sense of touch to sufficiently to perform physical tasks.
 - 1) Example: Ability to handle animals with proper amounts of pressure; ability to use chemicals, tools, construction and maintenance tools and equipment, or heat apparatuses.

Criteria: Behavioral/Emotional

Standard:

- A) Ability to demonstrate professional behavior.
- 1) Example: Demonstrate flexibility, initiative, integrity and cooperation. Accept responsibility, accountability and ownership for own actions as an emotionally mature individual; ability to exercise mature and prudent behavior, with regard to safety issues.
 - 2) Example: Demonstrate respect for the program, animal facility, professional staff and peers.
 - 3) Example: Present a professional appearance because it reflects on DCCC, the animal facility, the keeper profession, and you.
 - 4) Example: Your ability and willingness to recognize your weak points and to take positive action to strengthen those weaknesses.

Assistance for Students with Disabilities: The College intends that all courses of study be fully accessible to all qualified students. Reasonable accommodations for verified disabilities are available upon request. It is students' responsibility to make their disability known to the Office of Disability Services for the purpose of requesting academic accommodations or auxiliary aids. Student should initiate this process as soon as possible (prior to the start of classes and/or field experience).

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