

Technical Standards

Early Childhood Education Programs

In this program grouping, students should be able to meet specific technical standards, which are the essential skills and abilities needed to be successful in a program, with or without reasonable accommodation. It is important to review and understand these standards before applying to the program. All Technical Standards documents are available for review on the Northwood Tech website at: <https://www.northwoodtech.edu/technical-standards>

This document should be reviewed prior to applying to the program.

Reasonable accommodations for persons with disabilities will be made to ensure access to academic programs, activities, services, and employment in accordance with Section 504 and 508 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, as amended. If accommodations are needed, contact the campus Accommodations Specialist or the Northwood Tech Affirmative Action/Equal Opportunity Officer, at [715-645-7042](tel:715-645-7042), TTY 711, 30 days in advance of needed assistance. Services available are documented on the Northwood Tech Accommodations webpage: [Accommodation Services | Northwood Technical College](#).

For more information, please see Administrative Procedure J-111A Reasonable Accommodation for Student.

AREA	STANDARD	EXAMPLES (NOT INCLUSIVE)
Physical Skills	<p>Students must have sufficient gross and fine motor skills to perform tasks in a timely, safe and effective manner.</p> <p>Students must have sufficient endurance and coordination, with or without accommodations, to perform tasks and emergency procedures.</p> <p>Students should demonstrate stamina sufficient to maintain physical activity for a period of a typical workday.</p>	<ul style="list-style-type: none">• Push and pull objects up to 40 pounds on a frequent basis (e.g. strollers, wagons)• Lift and carry objects up to 40 pounds without losing stability or balance• Bend, stoop, kneel, squat (or otherwise get to child level) quickly without losing stability or balance• Reach above own shoulders to access or replace equipment and supplies• Arrange environment (furniture and supplies) to prepare for activities, ensuring safety and accessibility• Transport/evacuate children in emergencies• Move within confined spaces• Reach below waist (e.g. to plug in appliances, pick up toys)• Reach in front of own body (e.g. to hold children, show books and toys, help diaper/dress children, set tables, etc.)• Participate in children's group games• Perform moderate manipulative tasks such as writing, fastening buttons/zippers, turning pages in a book, etc.• Pick up objects with hands• Write with a pen or pencil• Key/type (use a computer)• Twist objects (e.g. turn door knobs)• Squeeze (e.g. open medications, handle small items)• Assist in making games and learning materials for children• Assist in record keeping and maintaining written progress notes• Assist with self-care activities such as dressing, feeding, diapering• Tolerate long periods of sitting, standing, and/or walking/mobility without becoming fatigued• Sustain repetitive movements (e.g. playing, pushing swings, etc.)

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<p>Sensory Skills</p>	<p>Students must monitor and assess needs of the children in their care.</p> <p>Students must have vision sufficient for observation and assessment necessary for children in their care.</p> <p>Students should demonstrate ability to tolerate exposure to odors and common allergens.</p> <p>Students must have hearing sufficient to monitor and assess needs of the children in their care.</p> <p>Students must have the tactile ability to perform necessary child care tasks and documentation.</p>	<ul style="list-style-type: none">• Distinguish normal sounds from background noises• Distinguish normal speaking level sounds• Detect faint voices and/or body sounds (e.g. that may indicate child's pain, needs, etc.)• Detect fire alarms, baby monitors, telephones, etc• Differentiate playful from harmful play sounds in a loud setting• Identify children/adolescents, co-workers, and visitors from distance of 10 feet• Read typed and written correspondence (books, parent notes, calendars, activity plans, etc.)• See objects 20 inches away (e.g. computer screens skin conditions)• Use peripheral vision and depth perception (e.g. to help children safely cross streets, climb stairs, etc.)• Distinguish color and color intensity (e.g. to determine if a child looks pale, has a rash, matches colored objects correctly)• Determine safety standards of equipment (e.g. loose nuts and bolts, frayed cords, dangerous areas, uneven surfaces, etc.)• Tolerate the following:<ul style="list-style-type: none">• Exposure to bodily fluids (diaper changes, bloody or runny noses, etc.)• Bacteria and infectious agents from ill children• Exposure to chemicals and agents such as disinfectants, soaps, cleaners, bleaches, etc.• Minor bodily injuries (scrapes, bruises, bites) caused by the unpredictable behaviors of young children• Exposure to loud and/or unpleasant noises due to the unpredictable nature of young children• Exposure to strong odors (e.g. cleaning supplies, dirtied diapers)• Supervise children's play activities, enforcing safety rules
<p>Communication Skills</p>	<p>Students will be able to communicate, read, write, interpret, comprehend, and legibly document as needed.</p> <p>Students must be able to interact appropriately and effectively with children, families, staff, members of the public, and other related professionals.</p>	<ul style="list-style-type: none">• Read, write, and understand written documents such as books, parent notes, calendars, activity plans, medication instructions, progress notes, emergency procedures, etc.• Speak loudly enough to be heard in a noisy room• Speak at an understandable, conversational level• Interact with parents and co-workers in a positive, honest, and friendly manner• Speak and write in English• Listen and comprehend the written/spoken word• Collaborate with others (e.g. therapists, health care workers, etc.)• Recognize and respect family/child confidentiality• Participate in staff meetings, training sessions and meet continuing education requirements as outlined in state certification/licensing regulations



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<p>Safety Skills</p>	<p>Students must be able to respond appropriately to threatening or emergency situations.</p> <p>Students must be able to apply knowledge, skills and experiences to provide a safe early childhood environment.</p>	<ul style="list-style-type: none"> • Follow Department of Children & Families licensing guidelines for child:teacher ratios, environmental safety, etc. • Respond to a crisis situation in a manner that maintains the health and safety of the children in the classroom/program
<p>Critical Thinking Skills</p>	<p>Students must have sufficient critical thinking skills to problem solve and make decisions in a timely manner.</p>	<ul style="list-style-type: none"> • Identify cause and effect relationships • Plan and implement activities for others • Provide identifiable activity routines for children and facilitate transitions • Sequence information • Make decisions independently • Adapt decisions based on new information • Modify environments based on individual needs of children • Perform multiple responsibilities concurrently • Process and interpret information from multiple sources • Problem solve • Evaluate outcomes • Prioritize tasks • Use long-term memory • Use short-term memory
<p>Professionalism</p>	<p>Students should demonstrate ability to adapt to changing situations and emergency conditions while maintaining emotional maturity.</p> <p>Students must be able to when effectively under stress; utilize healthy stress management techniques.</p> <p>Students must be able to demonstrate appropriate impulse control and professional level of maturity.</p> <p>Students must be able to demonstrate professional ethics, cross-cultural humility, and a commitment to an environment of mutual respect, trust, integrity and reliability in interactions with children, families, staff, members of the public, and other related</p>	<ul style="list-style-type: none"> • Establish professional relationships • Establish rapport with families and community groups • Respect and value cultural differences of others • Negotiate interpersonal conflict • Respect dignity and rights of all children • Encourage and model positive social relationships and habits • Interpret body language and respond appropriately • Honor relationships with honesty and integrity • Provide children and families with emotional support • Adapt to changing environments/stress • Manage or deal with the unexpected • Cope with own emotions • Cope with strong emotions in others (anger, fear, grief, crying) • Concentrate on details despite frequent interruption • Tolerate individual differences, values and beliefs • Maintain honesty and trust with employer, co-workers, parents, children

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Professionalism (continued)	professionals. Students should demonstrate ability to accept constructive feedback. Students should demonstrate ability to accept responsibility for own actions. Students must demonstrate the ability to establish effective relationships. Students must show respect for diverse populations.	
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Northwood Technical College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to manage inquiries regarding the non-discrimination policies: Amanda Gohde, Associate Vice President, Talent & Culture, 1900 College Drive, Rice Lake WI 54868; Amanda.Gohde@NorthwoodTech.edu, phone: 715-645-7042.

This document was adapted from Waukesha County Technical College.

Specific programs included as part of this grouping are listed below:

- Early Childhood Education
- E-CHILD
- E-Connect – Child Care Services
- Group Child Care Essentials
- Guiding and Supporting Children
- Preschool Education Professional (The Registry Preschool Credential)
- Professional Credential for Infants/Toddlers (Wisconsin)