Technical Standards

EARLY CHILDHOOD PROFESSIONAL

Washburn Institute of Technology/Washburn Tech

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 Professional 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)
Physical Demands / Motor Skills	• 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. • Applicant/Student must possess ability to provide safe and nurturing interactions to promote healthy development.	• Manipulate materials and equipment such as scissors, puzzles, computers, etc. • Safely lift and transport children (20-50lbs.) during care routines, such as diapering, feeding, etc. • Interact with children at varying heights, crawling, dancing, stretching, climbing, sitting on floor, etc. • Evacuate children in case of emergency. • Move quickly to respond to safety needs of children.
Critical Thinking/ Sensory/ Observation/ Reasoning Skills	• 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. • Applicant/Student must be responsible for classroom and lab curriculum activities.	• Do simple research using library and internet resources. • Solve interpersonal problems with and between children. • Maintain a record of assignments and responsibilities. • Complete daily assignments and projects in a timely manner. • Work independently and stay on task. • Make decisions about program environment and curriculum, lesson plans, activities, etc. • Resolve issues involving children, staff and /or families

		following the Child Care Standard of Conduct. • Be able to read and understand text books, product and equipment instructions, parent correspondence, staff instructions written or spoken in English. • Perceive children's verbal and nonverbal cues and respond appropriately. • Scan environment and facilities for safety concerns.
	• Applicant/Student must be able to assess children's behavior and environment for care and safety.	
Behavioral / Social Skills and Professionalism	• Applicant/Student must behave appropriately and safely in a child care environment. • Applicant/Student must be able to adapt to changing environment, to display flexibility, and to learn to function when faced with uncertainties. • Applicant/Student must be able to follow work ethics appropriate to the industry.	• Demonstrate maturity and sensitivity in dealing with children and adults. • Exercise good judgment to respond promptly and responsibly to children's needs. • Work cooperatively with team members, honestly and ethically. • Use appropriate interpersonal skills (Child Care Standards of Conduct and Code of Ethical Conduct) • Be reliable, responsible and fulfill obligations. • Maintain confidentiality of children's and families' information.
Communication Skills	• Applicant/Student must be able to communicate effectively, orally and written, in English to gather and convey information and guidance. • Applicant/Student must be able to effectively speak/read in front of a group of children and peers.	• Communications include not only speech, but also non-verbal, reading, and writing. • Share information with children, families and colleagues, using confidentiality when needed. • Understand and respond to information received from children, families and colleagues. • Write legible, complete sentences, paragraphs, and thoughts to correspond with parents, complete assignments and communicate with staff and peers. • Orally read children's literature using fluency and expression to help convey meaning.

| Working Conditions | • Applicant/Student must function safely in a childcare Lab and playground.
• Applicant/Student must be able to meet the prerequisites for a licensed facility.
• 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. | Work for prolonged periods amidst:
• Dirt, dust, odors, and residue from cleaning products
• Soiled diapers and /or clothing
• Follow procedures for handling and disposing of the above.
• Do daily routine cleaning.
• Follow safety procedures.
• Be able to pass a KBI back ground check, a current TB test and health assessment. |

PLEASE COMPLETE THIS FORM AND RETURN IT TO THE INSTRUCTOR.
TECHNICAL STANDARDS FOR ENROLLMENT IN **EARLY CHILDHOOD PROFESSIONAL.**
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 **Early Childhood Professional** 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 Campus Advocate is responsible for assisting in arranging accommodations and for identifying resources at Washburn Tech for persons with disabilities. Qualified students with disabilities MUST register and provide documentation with the office to be eligible for services. New requests for accommodations should be submitted two months or more prior to the date services should begin; however, contact the Campus Advocate as soon as a need may arise. Depending on the accommodation request, four to eight-week lead time may be needed for timely and effective provision of services. The Campus Advocate coordinates and assists in arranging services it deems appropriate for eligible students on a case-by-case basis.

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:
The Campus Advocate
Location: Building A, room 117C
Phone: 785-670-3364
E-Mail: shelley.bearman@washburntech.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: Dr. Pamela Foster, Equal Opportunity Director/Title IX Coordinator, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621, 785.670.1509, eodirector@washburn.edu.

August 2020