

TECHNICAL STANDARDS

Early Childhood Education, Early Childhood-Lead Teacher, Early Childhood Professional, Foundation Early Childhood Education, Infant Toddler Specialist

In this program grouping, students should be able to meet specific technical standards. These standards are the essential skills and abilities needed to be successful in a program, with or without reasonable accommodation. All Technical Standards documents are available for review on the Mid-State Technical College [website](#).

It is important to review and understand these technical standards before 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 accommodation is needed, contact the Accessibility Services Coordinator at 888.575.6782, TTY 711, at least two weeks in advance of needed assistance. Services available are documented on the Mid-State Technical College [website](#).

For more information, please see Mid-State Technical College’s Equal Opportunity/Non-Discrimination [Policy](#).

| TECHNICAL STANDARD | DEFINITION OF TECHNICAL STANDARD | EXAMPLES OF TECHNICAL STANDARD |
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| Auditory Skills | <ul style="list-style-type: none"> Ability to hear sufficiently to monitor and assess needs of the children in their care. | <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. Tolerate the exposure to loud and/or unpleasant noises due to the unpredictable nature of young children. |
| Behavioral Skills | <ul style="list-style-type: none"> Ability to supervise children’s play activities, enforcing safety rules. Ability to follow Department of Children & Families licensing guidelines for child : teacher ratios, environmental safety, etc. Ability to respond to a crisis situation in a manner that maintains the health and safety of the children in the classroom/program. | <ul style="list-style-type: none"> Transport/evacuate children in emergencies. 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. |

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| <p>Communication Skills</p> | <ul style="list-style-type: none"> • Ability to communicate, read, write, interpret, comprehend, and legibly document as needed. • Ability to interact appropriately and effectively with children, families, staff, members of the public, and other related professionals. | <ul style="list-style-type: none"> • Assist in record keeping and maintaining written progress notes. • 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 coworkers 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. |
| <p>Critical Thinking Skills</p> | <ul style="list-style-type: none"> • Ability to demonstrate sufficient critical thinking skills to solve problems and make decisions in a timely manner. • Ability to respond appropriately to threatening or emergency situations. • Ability to apply knowledge, skills, and experiences to provide a safe early childhood environment. | <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. |

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| <p>Interpersonal Skills</p> | <ul style="list-style-type: none"> • Ability to adapt to changing situations and emergency conditions while maintaining emotional maturity. • Ability to utilize healthy stress management techniques when under stress. • Ability to demonstrate appropriate impulse control and professional level maturity. • Ability 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 professionals. • Ability to accept constructive feedback. • Ability to establish effective relationships. • Ability to show respect for diverse populations. | <ul style="list-style-type: none"> • Participate in children's group games. • 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 employers, co-workers, parents, children. |
| <p>Mobility and Motor Skills</p> | <ul style="list-style-type: none"> • Ability to demonstrate sufficient gross and fine motor skills • to perform tasks in a timely, safe, and effective manner. • Ability to demonstrate sufficient endurance and coordination, with or without accommodation, to perform tasks and emergency procedures. • Ability to demonstrate sufficient stamina to maintain physical activity for a period of a typical workday. | <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. • 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.). • Assist in making games and learning materials for children. • 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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| Olfactory Skills | <ul style="list-style-type: none"> Ability to tolerate exposure to odors and common allergens. | <ul style="list-style-type: none"> Tolerate odors from cleaning supplies, dirtied diapers, etc. |
| Tactile Skills | <ul style="list-style-type: none"> Ability to demonstrate tactile skills necessary to perform childcare tasks and documentation. Ability to monitor and assess the needs of children in their care. | <ul style="list-style-type: none"> 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 doorknobs). Squeeze (e.g. open medications, handle small items). |
| Visual Skills | <ul style="list-style-type: none"> Ability to utilize vision to sufficiently observe and assess children in their care. | <ul style="list-style-type: none"> Identify children/adolescents, coworkers, 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.). |

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