

**Program Specifications –EARLY CHILDHOOD EDUCATION PROGRAM**

<b>Function Number</b>	<b>Essential Functions</b>	<b>EARLY CHILDHOOD EDUCATION</b>
1	Communicate effectively with families, children, and co-workers	
2	Write with clarity and proper grammar	
3	Document children’s behaviors objectively	
4	Assess children’s development and individual needs	
5	Plan developmentally appropriate curriculum	
6	Implement developmentally appropriate curriculum	
7	Adapt activities/materials to meet individual children’s needs	
8	Participate with children at their physical level and with their materials	
9	Physically create learning materials	
10	Provide care giving for individual children (diapering, dressing, feeding, caring for ill children)	
11	Arrange physical classroom environment	
12	Supervise children in an indoor environment	
13	Supervise children in an outdoor environment	
14	Model healthy food preparation practices	
15	Model healthy eating practices	
16	Maintain healthy and safe environments following state licensing rules	
17	Handle emergency situations appropriately	
18	Apply appropriate behavior techniques	
19	Acknowledge individual differences respectfully	
20	Initiate positive relationships with children and adults	
21	Foster positive relationships with children and adults	
22	Model professional behaviors as an Early Childhood Education student (confidentiality, appropriate attire/language, and ethical behavior)	
23	Advocate for children, families, and the Early Childhood Education profession	
24	Understand the role of a mandated reporter of child abuse and neglect	
25	Print/write legibly	
26	Handle stressful situations appropriately	

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Physical Factors	YES	NO	Essential Function/s Numbers
Standing	◆		6, 8, 9, 10-14, 16
Walking	◆		6, 8, 10, 11, 12, 13, 16, 17
Sitting	◆		2, 5, 6, 8, 9, 10, 12, 15, 16
Lifting 10 lbs.	◆		6, 8, 9, 10, 11, 14, 17
20 lbs.	◆		6, 8, 10, 11, 17
50 lbs.	◆		6, 8, 10, 11, 17
100 lbs.		◆	
100 lbs. +		◆	
Carrying 10 lbs.	◆		6, 8-11, 13, 14, 17
20 lbs.	◆		6, 8, 10, 11, 13, 17
50 lbs.	◆		6, 8, 10, 11, 13, 17
100 lbs.		◆	
100 lbs. +		◆	
Pushing/Pulling			
10 lbs.	◆		8, 11, 13, 14, 17
20 lbs.	◆		11, 13, 17
50 lbs.	◆		11, 13, 17
100 lbs.		◆	
100 lbs. +		◆	
Climbing	◆		6, 8, 13
Balancing	◆		6, 8, 10, 11, 17
Bending	◆		6, 8, 10, 11, 13, 14

Physical Factors	YES	NO	Essential Function/s
Twisting	◆		6, 8, 11, 13, 17
Turning	◆		6, 8, 10, 11, 13, 16
Jumping	◆		6, 8, 13
Grasping-Firm/Strong	◆		6, 8-11, 13, 14, 16, 17
Grasping-Light	◆		2, 3, 6, 8-11, 13, 14, 16, 17, 25
Finger Dexterity	◆		2, 3, 6, 8-11, 15- 17, 25
Reaching Forward	◆		2, 6, 8, 10, 11, 13, 16
Reaching Overhead	◆		6, 8, 10, 11, 13, 14, 16, 17
Pinching	◆		2, 6, 8, 9, 10, 11
Simultaneous use of Hand, wrist, fingers (e.g. typing, data entry)	◆		1, 2, 3, 6, 8, 9, 10, 11, 13, 17, 25
Coordination Eye-hand	◆		2, 3, 6, 8, 9, 10, 11, 13, 17, 25
Eye-hand-foot	◆		6, 8
Driving		◆	
Touch			
Vibration/palpation	◆		17
Temperature	◆		10, 13,14,16
Vision Acuity, Near	◆		2- 4, 6, 8-14, 16-18, 25
Acuity, Far	◆		3, 6, 8, 11-13, 16-18
Depth perception	◆		6, 8, 10, 11, 13, 14, 16, 17, 25
Accommodation		◆	
Color vision	◆		6, 8, 10, 11, 16, 17
Field of vision	◆		3, 4, 6, 8, 11, 12, 13, 17
Hearing	◆		1,3,6,8,10,12,13,16,17,26
Face-to-face conversation	◆		1, 4, 6, 8, 10, 12-14, 16-18, 20, 21, 23, 24

Stooping	◆		6, 8, 10, 11, 13, 16, 17, 18
Crouching	◆		6, 8, 10, 11, 13, 17, 18
Kneeling	◆		6, 8, 10, 11, 13, 16, 17, 18
Crawling	◆		6, 8, 13, 17
Running	◆		6, 8, 13, 17

Verbal conversation with others	◆		1, 4, 6, 8, 10, 12, 13, 16-18, 20, 21, 23
Public speaking	◆		1
Hear normal conversation	◆		1, 3, 6, 8, 10, 12, 13, 16-18, 20, 21, 26
Hear telephone conversation	◆		1, 10, 16, 17, 21, 24, 26

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Environmental Factors	YES	NO	Essential Function/s
Works indoors	◆		2- 10, 11, 12, 14-24, 26
Works outdoors	◆		3, 4, 6-10, 13, 15-24, 26
Exposure to extreme hot or cold temp	◆		14, 26
Working at unprotected heights		◆	
Being around moving machinery		◆	
Exposure to marked changes in temperature/humidity		◆	
Exposure to dust, fumes, smoke, gases, odors, mists or other irritating particles ( <i>specify</i> )	◆		14, 16, 26
Exposure to toxic or caustic chemicals	◆		14, 16, 26
Exposure to excessive noises	◆		8, 13, 26
Exposure to radiation or electrical energy		◆	
Exposure to solvents, grease, or oils	◆		14
Exposure to slippery or uneven walking surfaces	◆		8, 13, 14, 26
Working in confined spaces	◆		8, 26

Environmental Factors	YES	NO	Essential Function/s
Works with others	◆		1-26
Safety Equipment ( <i>Required to wear</i> ) Safety glasses		◆	
Face mask/face shield		◆	
Ear plugs		◆	
Hard Hat		◆	
Protective Clothing	◆		10, 14, 16, 17, 26

Using computer monitor	◆		1-5, 9
Working with explosives		◆	
Exposure to vibration		◆	
Exposure to flames or burning items	◆		14, 26
Works around others	◆		1, 2, 3, 5-24, 26
Works alone	◆		2- 7, 9- 17, 20, 21, 22, 26

Program Specifications –EARLY CHILDHOOD EDUCATION

Cognitive/Mental Factors	YES	NO	Essential Function/s
Reasoning Deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions	◆		1-8, 10-13, 16-24, 26
Interpret instructions furnished in oral, written, diagrammatic, or schedule form	◆		1, 6, 7, 9-14, 16, 19, 22-24, 26
Deal with problems from standard situations	◆		1, 6-8, 10, 12-14, 16-19, 21-24
Carry out detailed but uninvolved written or oral instructions	◆		1, 6-10, 14, 16, 17, 19, 21, 22, 24
Carry out one or two step instructions	◆		1, 6-10, 14, 16, 17, 19, 21, 24, 26
Mathematics Complex skills –Business math, algebra, geometry or statistics		◆	
Simple skills – add, subtract, multiply and divide whole numbers and fractions, calculate time and simple measurements	◆		6, 8, 10, 12-14, 16
Reading Complex skills - Comprehend newspapers, manuals, journals, instructions in use and maintenance of equipment, safety rules and procedures and drawings	◆		4-7, 10-14, 16, 17, 22, 23, 26

Cognitive/Mental Factors	YES	NO	Essential Function/s
Simple skills - Comprehend simple instructions or notations from a log book	◆		4-7, 9, 10, 12-14, 16, 17, 20, 21
Writing Complex skills – Prepare business letters, report summaries using prescribed form at and conforming to all rules of punctuation, spelling, grammar, diction and style	◆		1, 2, 5, 6, 23, 24, 25-26
Simple skills – English sentences containing subject, verb and object; names and addresses, complete job application or notations in log book	◆		1-3, 5, 6, 8-10, 12-14, 16, 17, 20, 21, 23, 24, 25
Perception Spatial – ability to comprehend forms in space and understand relationships of plane and solid objects; frequently described as the ability to “visualize” objects of two or three dimensions, or to think visually of geometric forms	◆		6, 7, 8, 11, 25
Form – ability to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of line	◆		6, 7, 9, 10, 25

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Cognitive/Mental Factors	YES	NO	
Clerical – ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation	◆		16, 25
Data Synthesizing	◆		4
Coordinating	◆		1, 9
Analyzing	◆		4, 5, 7, 23
Compiling	◆		3, 4, 5, 7, 16
Computing		◆	
Copying		◆	
Comparing	◆		3, 4, 23
Personal traits Ability to comprehend and follow instructions	◆		6, 8-10, 12-14, 16, 17, 22, 24, 26
Ability to perform simple and repetitive tasks	◆		6, 8-10, 12-14, 16, 17
Ability to maintain a work pace appropriate to a given work load	◆		3, 5-7, 9, 10, 12-14, 16, 18, 22, 26
Ability to relate to other people beyond giving and receiving instructions	◆		1, 6-8, 10, 12, 13, 16-24, 26
Ability to influence people	◆		1, 2, 6, 17, 18, 20, 21, 23, 24, 26
Ability to perform complex or varied tasks	◆		1, 6-10, 13, 14, 16-19, 26

Cognitive/Mental Factors	YES	NO	Essential Function/s Number
Ability to make generalizations, evaluations or decisions without immediate supervision	◆		1-14, 16-19, 21-24, 26
Ability to accept and carry out responsibility for direction, control and planning	◆		1, 5-8, 10-14, 16-24, 26

A change in your ability to perform any of the Essential Functions must be reported to Joan Miksis, Associate Dean, (608) 785-9275, or to your instructor immediately.