

YORK TECHNICAL COLLEGE
TECHNICAL STANDARDS FOR THE EARLY CHILDHOOD DEVELOPMENT CERTIFICATE, CHILD CARE MANAGEMENT CERTIFICATE, INFANT AND TODDLER DEVELOPMENT CERTIFICATE AND EARLY CARE AND EDUCATION ASSOCIATE DEGREE

ESSENTIAL FUNCTIONS OF A CHILD CARE PROVIDER/TEACHER/TEACHER ASSISTANT IN ANY CHILD CARE SETTING

1. Plan and prepare a lesson plan.
2. Implement the activities of a lesson plan.
3. Provide for the physical needs of children and perform routine functions for children, such as feeding, diapering, etc.
4. Communicate with parents, staff, and children.
5. Provide for the social/emotional needs of children.
6. Maintain an appropriate classroom environment.
7. Supervise and guide groups of children.
8. Provide for the safety of groups of children.
9. Follow a routine of scheduled activities for groups of children.
10. Implement emergency procedures and administer first aid, including CPR.

MINIMUM QUALIFICATIONS NECESSARY TO PERFORM ESSENTIAL FUNCTIONS OF A STUDENT IN THE EARLY CHILDHOOD DEVELOPMENT PROGRAM

Physical Requirements: The position of childcare attendant has been given a strength rating of medium by the U.S. dictionary of occupational titles. Included in the physical requirements are the handling, lifting, carrying, and positioning of children manually into strollers, walkers, movable cribs, high chairs, infant seats, and infant swings. When performing these functions, weight will vary according to the age and weight of each child. Positions also include intermittent sitting in adult and child size chairs, sitting on the floor and rising from the floor, standing, walking, possibly running, frequent reaching and lifting, carrying, and bending, and possible use of and exposure to antibacterial cleaning solutions, and exposure to weather elements. Both hands are used to handle children and objects. Use of both feet is required to move children and objects.

Data Collection: Requires the ability to gather, collate and to classify information about certain topics, people, or things. Organizing and communicating that information in some format.

MINIMUM QUALIFICATIONS NECESSARY TO PERFORM ESSENTIAL FUNCTIONS OF A STUDENT IN THE EARLY CHILDHOOD DEVELOPMENT PROGRAM (Continued)

Color Discrimination: Requires the ability to recognize different colors and shades of colors.

Sensor Capacity: require the ability to discriminate textures, smells and tastes.

Manual Dexterity/Motor Coordination: Requires the ability to use body parts to manipulate, handle, move, lift, devices, materials, equipment and children. Must have good eye-hand coordination, muscle control, balance, and body part coordination. Requires the ability to print, color, draw and cut items to make materials for teaching.

Interpersonal: Requires the ability to communicate effectively with adults and children in written, verbal, and nonverbal forms.

Physical Communication: Requires the ability to speak and/or hear (express self by spoken words and perceive sounds by ear)

Creative Reasoning: Requires the ability to apply theory and principles to practical situations. To use creativity to apply a variety of techniques or methods to practical situations.

Language Development: Requires the ability to visually read and comprehend information from textbooks, journals, resource books, and other documents. Requires the ability to use expressive communication through proper/standard speech and writing forms. Must be able to read, write, speak and comprehend English with sufficient skill to interact with others in verbal and written form. Must be able to read aloud.

Interpersonal Temperament: Requires the ability to deal effectively with stress in a variety of situations involving children. Mature judgment, patience, and discretion are required, especially in highly stressful or emergency situations.

Licensing Regulation Requirement: Requires completion of the department of social services medical form, proof of a negative TB test, and a satisfactory S.L.E.D. report.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Special Resources Office (SRO) at 803-327-8007, located in the Student Services Building within the Counseling and Support Services Area. The SRO coordinates reasonable accommodations for students who self-identify their documented disability.