

Program & Technical Standards for Early Childhood Majors Concerns with a Course

Haywood Community College reserves the right to implement technical standards to protect the safety and health of all students and any clients/patients served in clinics, labs, and shops, and further, to prepare students for employment in the program of study. Please check with the academic advisor before enrolling to review specific technical standards based on job requirements for the program of study.

If a student believes that he or she cannot meet one or more of the technical standards without accommodations or modifications, the College must determine, on an individual basis, whether or not the necessary accommodations or modifications can be reasonably made.

Haywood Community College is committed to providing equal educational opportunities for students with documented disabilities. The College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulates that no student shall be denied the benefits of an education "solely because of a disability." Disabilities covered by law include, but are not limited to, learning disabilities, psychological disabilities, and hearing, sight, or mobility impairments.

Students with a disability are encouraged to disclose their disability to a Student Wellness Counselor. Reasonable accommodations can be provided after the submission of appropriate documentation. For more information, please get in touch with Student Wellness in Student Services at (828) 627-4504/or by email at HCC-Wellness@haywood.edu.

Program Outcomes

The Early Childhood Education degree program is designed to facilitate the development of the following program outcomes:

1. Promoting Child Development and Learning- Knowing and understanding young children's characteristics, needs, and influences on development and learning.
2. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
3. Building Family and Community Relationship-Knowing about and understanding diverse family and community characteristics. Along with supporting and empowering families and communities through respectful, reciprocal relationships. Involving families and communities in their children's development and learning.
4. Observing, Documenting, and Assessing to Support Young Children and Families-Understanding goals, benefits, and uses of assessment. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches. Understanding and practicing responsible assessment to promote positive outcomes for each child. Knowing about assessment partnerships with families and with other professionals.
5. Using Developmentally Effective Approaches to Connect with Children and Families. Understanding positive relationships and supportive interactions as the foundation of their work with children. Knowing and understanding effective strategies and tools for early education. Using a broad repertoire of

Haywood Community College is an ADA-compliant institution. The College does not discriminate based on disability in the admissions process or in access to its programs, services, and/or activities for qualified individuals who meet essential eligibility requirements. The College will provide reasonable accommodation for documented disabilities of individuals eligible to receive or participate in college programs, services, and/or activities. Student Services provides a disability counselor to assist students in requesting disability related accommodations. Suppose a student believes he/she cannot meet one or more essential functions without accommodation. In that case, the student is encouraged to disclose the disability to the disability counselor as soon as possible. Students must certify their ability to meet crucial tasks of the curriculum by a signed statement at the beginning of the program.

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developmentally appropriate teaching/learning practices. Reflecting on their own practice to promote positive outcomes for each child.

6. Using Content Knowledge to Build Meaningful Curriculum. Understanding content knowledge and resources in academic disciplines. Knowing and using the central concepts, inquiry tools, and structures of content access or academic disciplines. Using their own knowledge, appropriate early learning standards,

and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

7. Becoming a Professional-Identifying and involving oneself with the early childhood field. Knowing about and upholding ethical standards and other professional guidelines. Engaging in continuous, collaborative learning to inform practice. Integrating knowledgeable, reflective, and critical perspectives on early education. Engaging in informed advocacy for children and the profession. EXAMPLES ARE NOT ALL INCLUSIVE



Clinical and Lab Activity Information

Program of Study: Early Childhood Education

Job Requirements	Occasional	Frequent	Constant
Activity:			
(List # of lbs.) 50			
Lifting			
Static Knuckle Height		✓	
Bench Height		✓	
Ankle Height		✓	
Shoulder Height	✓		
Dynamic Bench Height (3 feet)			
To the Left		✓	
From the Center		✓	
To the Right		✓	
Carrying			✓
Cart Height (3 feet)			
Pushing		✓	
Pulling		✓	
List Frequency Only:			
Sitting	✓		
Standing/Walking			✓
Climbing			
Stairs	✓		
Ladder	✓		
Balance			
Stooping		✓	
Kneeling	✓		
Crouching	✓		
Crawling	✓		
Reaching			
Forward			✓
Overhead		✓	
Bending Reach		✓	
Other		✓	
Handling		✓	
Fingering		✓	
Feeling		✓	
Hearing			✓
Seeing			
Near			✓
Distance			✓
Reading			✓
Calculating	✓		
Compiling	✓		

Lifting Frequencies:

Occasional	1 lift every 30 minutes
Frequent	1 lift every 2 minutes
Constant	1 lift every 15 seconds

Other Activities:

Occasional	0-33% (1-20 min per hour)
Frequent	34-66% (21-40 min per hour)
Constant	67-100% (41-60 min per hour)

Note: Requires a Criminal Background Check and a Urine Drug Screening.