



Preschool Course Series – Sunsetting by Fall 2024

Course One: Health, Safety and Nutrition*

This course examines the topics of health, safety, and nutrition within the context of the early childhood educational setting. Course competencies include: integration of strategies that support diversity, cultural responsiveness, and anti-bias perspectives; examination of governmental regulations and professional standards as they apply to health, safety, and nutrition; planning of a safe early childhood environment; planning for a healthy early childhood program; planning of nutritionally sound menus; examination of child abuse and neglect mandates; description of Sudden Infant Death Syndrome (SIDS) risk reduction strategies; description of strategies to prevent the occurrence of Shaken Baby Syndrome (SBS); incorporation of health, safety, and nutrition concepts into the children’s curriculum. This course meets the requirements for Abusive Head Trauma (AHT) training, Sudden Infant Death Syndrome (SIDS) training, and Child Abuse and Neglect training.

Course Two: Child Development*

This course examines child development within the context of the early childhood education setting. Course competencies include: integration of strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyzing social, cultural, and economic influences on child development; summation of child development theories; analyzing development of children ages three through five; analyzing development of children ages five through eight; relating child development research findings to teaching practice; analyzing the role of heredity and the environment; examination of the role of brain development in early learning (ages 3-8); and examination of developmental and environmental assessment strategies for children ages 3-8. This course meets the DCF Infant Toddler requirement.

Course Three: Social Studies, Art, and Music*

This course will focus on beginning level curriculum development in the specific integrated content areas of social studies, art, music, and movement (SSAMM). Course competencies include: integration of strategies that support diversity, cultural responsiveness, and anti-bias perspectives; examination of the critical role of play-based learning as it relates to social studies, art, music, and movement; establishment of a developmentally appropriate environment for SSAMM; development of SSAMM learning experience plans that promote child development and learning for children birth to age 8; planning of an interdisciplinary unit of connected learning experiences; and incorporation of all aspects of daily routines with SSAMM.

Course Four: Guiding Children’s Behavior*

This course examines positive strategies to guide children’s behavior in the early childhood education setting. Course competencies include: integration of strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyzing techniques for and effects of strong relationship-building with children and families; identification of positive and proactive guidance principles and techniques to support children; analyzing environmental influences on child behavior; identification of strategies that support children’s active engagement in the learning environment; identification of strategies that proactively teach emotional literacy and regulation techniques; identification of strategies that proactively teach friendship skills; identification of strategies that proactively teach children calming, relaxation, and problem-solving techniques; utilization of observation and assessment techniques to assess and interpret behavior; creation of a behavior support plan based on functional behavior assessment; and creation of a guidance philosophy. This course meets the requirements for the 24-hour Wisconsin Pyramid Model training.

Course Five: Early Language & Literacy*

This course explores strategies to encourage the development of early language and literacy knowledge and skill building in children birth to 8 years of age. Learners will investigate the components of literacy including literacy and source of enjoyment, vocabulary and oral language, phonological awareness, knowledge of print, letters and words, comprehension and an understanding of books and other texts. Theories and philosophies regarding children's language and literacy development will be addressed. Dual language learning will be examined within the context of developmentally appropriate practices. Assessment tools for early language and literacy acquisition will be reviewed.

Course Six: Preschool Practicum*

This course will apply as the capstone course in the Registry Preschool Credential. Learners will be placed or working in an early childhood setting with 3–5-year-old children and create a portfolio that prepares learners for the Registry Commission. In this course, learners will be implementing regulations and standards for quality early childhood education, applying knowledge of child development and positive guidance, utilizing observation and assessment techniques, and assessing developmentally appropriate environments for preschool children.

Prerequisites: It is highly recommended courses 1 through 5 of the Preschool Credential course sequence are complete before taking Preschool Practicum. Note: Some institutions of higher education may require the prerequisite of Introductory Practicum prior to taking the Preschool Practicum course.