



Entry Level Courses
Early Childhood Professionals
January 2017



Entry level courses are those courses that qualify a person for position (s) in a licensed program. Each person working in a licensed program must meet the minimum required training for the position they hold. Assistant Teachers must have 1 broad based entry level course. Teachers and Directors of 50 or fewer must have 2 entry level courses.

For information on requirements for additional positions:
 Group Care- <https://dcf.wisconsin.gov/cclicensing/rules>
 Family child Care - <https://dcf.wisconsin.gov/cclicensing/rules>

1. Broad Based Entry Level Courses

Any teacher or director must first have at least one broad based entry level course before other entry level courses can be added to meet the education requirement.

Credit Based

The definition of broad based courses are those whose content is one of an overview-type course regarding child development, early childhood education or child psychology or covering early childhood education. An assistant early childhood teacher needs one broad based course to qualify for the position.

48 credits - A teacher or director of 50 or fewer that has earned 48 total credits or more from an institute of higher education with at least one 3 credit course in early childhood or its equivalent would meet the education requirement for their position.

Family Child Care - broad based course must be a minimum of 3 credits.
 Group Centers - broad based course must be a minimum of 2 credits.

Acceptable Credit Based, Broad Based Courses for Early Childhood. *denotes new courses since last publication		
This list is subject to change. For the most current list, visit www.the-registry.org or www.dcf.wisconsin.gov.		
Child Development	Developmentally Appropriate Practice	Human Development/Early Childhood
Child/Adolescent Development	Psychology Childhood & Adolescence	Introduction to Child Care
ECE: Foundations of Early Childhood Education	Advanced Study of Young Child	Intro to Early Childhood
ECE: Infant & Toddler Development	Developing Young Child	Child Psychology
Foundations of Early Childhood Education	Orientation to Child Care	Infant & Toddler Development
Introduction to Early Childhood Education	Understanding the Young Child	Infancy and Early Childhood
Human Development - Childhood - Adolescence	Child Growth and Development	Psychology of Human Development in Children and Adolescents in a Diverse Society
Infants, Toddlers and Care Givers	Introduction to Program Development	
Acceptable Credit Based, Broad Based Courses Distinct to One Particular Institution of Higher Education		
North Central University - Minnesota	Christian Education of Children	
UW – LaCrosse	Life Span Development	



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UW – Madison	Child Development and Family Relationships
UW- Milwaukee	Human Growth and Development Across the Life Span
UW- Oshkosh	Theories and Practices in Early Childhood Education
UW – Platteville	Human Growth and Development (2130)
UW – Stevens Point	Human Developmental Psychology Introduction to Developmental Psychology Human Growth and Development Assessment and Intervention Strategies for Infants and Toddlers with Disabilities and Their Families
UW - Green Bay	Educational Psychology
UW- Eau Claire	Psychological Development and Classroom Processes
Winona State University	Parenting
Wisconsin Technical College only	Health, Safety and Nutrition

Non Credit Based These are state approved broad based courses not for credit – hours only.

Introduction to the Child Care Profession	Family Child Care	Early Childhood I
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2. Narrow based courses

Narrow based courses must be a minimum of 2 credits. After a broad based course is found any additional courses needed may be broad or narrow based. Narrow based courses typically address a more specific topic including courses with information regarding methodology in teaching, programming, environment and other related topics.

Credit Based

The list for acceptable narrow based courses is too extensive to list here but include courses such as Child Guidance, Activity Planning, Child with Special Needs and Best Practices for Children.

Non Credit Based - These are state approved courses not for credit – hours only

Skills and Strategies for the Child Care	Early Childhood II
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3. Additional Information

Credential Courses

- **Administrator Credential** - After 2 entry level courses have been completed outside the credential, all courses except the Administrative Seminar can be counted as a narrow based course.
- **Afterschool and Youth Development Credential**
Broad Based – Foundations in Afterschool and Youth Development
Narrow Based – Engaging Youth in Groups, Intentionality in Programming
The capstone course is not an entry level course.
- **Family Child Care Credential**
Narrow Based – Curriculum for Family Child Care, Special Topics in Family Child Care, Financial Management and Planning.
The capstone course is not an entry level course.
- **Inclusion Credential**
Narrow Based - Children with Differing Abilities, Behavior and Emotional Challenges and Special Healthcare Needs
The capstone course is not an entry level course.
- **Infant Toddler Credential**
Broad Based Course – Infants, Toddlers and Caregivers OR Infant Toddler Development
Narrow Based Courses - Group Care for Infants and Toddlers, Infants and Toddlers in Programs, Families and Society (Also known as Family and Community Relations” from the Wisconsin Technical College System) OR Family and Community Relations
The capstone course is not an entry level course.
- **Leadership Credential**
Courses from the Leadership Credential are not entry level courses.
- **Preschool Credential**
(all courses can be found within the early childhood associate degree from Wisconsin Technical Colleges)
Broad Based Courses - Foundations of Early Childhood, Child Development and Health, Safety and Nutrition
Narrow Based Courses - Guiding Children’s Behavior and Art, Music and Language
The capstone course is not an entry level course.
- **Program Development**
Broad Based – Introduction to Program Development
Narrow Based – Observation, Assessment & Evaluation and Supervision, Coaching & Development
The capstone course is not an entry level course.



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Non-credit Entry Level Courses

The non-credit courses which have been approved as meeting the entry-level training requirements include:

• **Introduction to the Child Care Profession**

This course is for any administrators, assistant teachers, substitutes or volunteers that are counted in staff-to-child ratios and is the 1st broad-based course for teachers and center directors

• **Skills and Strategies for the Child Care Teacher**

This is a narrow based course that counts for the 2nd course for teachers and directors in a center licensed for 50 or fewer children.

• **Center (Program) Director**

This course must be 40 hours or more. If taken prior to January 1, 2009, it may be used as one of the 4 courses required for a center director of a large child care center licensed to care for 51 or more children.

• **Center Administrator**

This course must be 40 hours or more. If taken prior to January 1, 2009, it may be used as one of the 4 courses required for a center director of a large child care center licensed to care for 51 or more children or as the one course in business required for a center administrator.

• **10-hour Administrator**

This course meets the 10 hours of training in supervision or personnel management for administrators or center directors.

• **Fundamentals of Infant and Toddler Care**

This course is required for persons working with children under age 2.

• **10-hour School-age Assistant Child Care Worker**

This course meets the requirements for an assistant teacher in a school-age only program.

• **40-hour family child care**

If this course was taken prior to Sept 1, 2003, may be accepted in lieu of the Introduction to the Child Care Profession course.

Non-credit, entry-level courses may be taken through private agencies approved by the department or through technical colleges. All non-credit, entry-level courses regardless of the sponsoring agency must have one of the above names in order to meet the requirements of the rule.