



**Early Childhood Education
Associate Degree Program**



**CREDIT FOR PRIOR LEARNING
STUDENT HANDBOOK**

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Explanation of the Process

Learners with extensive credit, credentials, training and/or experience in the area of early childhood education should refer to this handbook to determine if credit for prior learning/work experience can be earned and applied toward Milwaukee Area Technical College Associate Degree Program.

This handbook will guide you through the process of preparing for the Credit For Prior Learning (CPL) experience. In many cases this will result in the development of a portfolio which you will submit for faculty review. **Please read through the entire document before enrolling in the CPL course.**

Step One: To determine if you are likely to be a good candidate for receiving credit for prior learning experience, complete the **“Am I a Good Candidate for Credit for Prior Learning?”** form in this handbook (p. 5). The outcome of this self assessment will help you determine whether to proceed with the remaining steps.

Step Two: Milwaukee Area Technical College **requires that you apply to be enrolled in a program at the college in order to be eligible to earn advanced standing for courses aligned with the Credit For Prior Learning experience.** In this case, advanced standing means that you will earn course credit through the development of a portfolio; the contents of the portfolio should demonstrate that you are competent in a particular course content. In other words, you will not be required to enroll in the actual course, instead you enroll in CHILDD 117 and develop a portfolio to prove that you are competent in the course material. If you have not already done so, please do one of the following in order to begin the Early Childhood Education program enrollment process:

1. Apply for admission via our online link:
<https://apply.matc.edu/admissions/pages/welcome.aspx>
2. Visit the Welcome Center at any MATC location for enrollment information. Note: you will also be prompted to pay the admission fee.
3. Contact our SERVE Pathway Advisors: Community & Human Services (SERVE) Pathway Room A121 - Main Building, Oak Creek Campus Room T200 - T Building, Downtown Campus Serve Pathway ZOOM room. Click [HERE](#) 2. Apply for admission via our online link:
<https://apply.matc.edu/admissions/pages/welcome.aspx>

Step Three: Milwaukee Area Technical College uses your Registry Profile as one part of the determination of Credit For Prior Learning (CPL) in the Early Childhood Education Associate Degree. Interested learners, who are not Registry members, need to apply prior to enrolling in CPL; this process may take 6-8 weeks. You need to be part of the Registry to qualify for CPL. If applicable, Include The Registry certificate with your

portfolio materials. For more information, you may contact The Registry at:
1-800-222-1123 or

The Registry
2908 Marketplace Drive Suite 103
Fitchburg, WI 53719
Email support@the-registry.org
Voice: (608) 222-1123
Fax: (608) 222-9779
www.the-registry.org

Step Four: Enroll in CHILDD 117: Credit for Prior Learning. In this course, you will receive guidance in developing your portfolio(s) for submission. You are eligible to develop portfolios for **a maximum** of six ECE courses (or 18 maximum credits). All courses in the ECE program are **eligible** for Credit for Prior Learning. The courses you select for CPL credit will depend on your Registry Profile and your years of experience.

If you have any questions about our CHILDD 117 course or your Credit for Prior Learning eligibility in the MATC Early Childhood Education Program, please **contact Megan Cary, ECE Program Coordinator, at carym1@matc.edu**.

Step Five: Carefully review the Early Childhood Education curriculum included in this handbook (pgs.7-11). As you review each course description and competency, begin to identify which courses you can demonstrate competency/proficiency in. Each course requires the development of materials that document your knowledge and skills.

Step Six - Portfolio: When you gather materials for inclusion into the portfolio be sure to maintain copies for your file. Artifacts, or exemplary examples of work, are critical in evaluating an individual's past work. Use the suggestions provided in **"Examples of Educational Artifacts"** to compile a comprehensive portfolio which represents your best work (pgs.12-14). Please be mindful that your instructor may require additional criteria for submission. You must demonstrate understanding of the competencies at a minimum of a C level to be awarded credit. No refund is given if you do not pass. A separate binder or e-Portfolio is required for each course that you seek credit.

Step Six: At the end (or throughout the class) you will learn about your progress regarding completion and gaining credit for your portfolio work. An **Advanced Standing** form will be completed by your CPL instructor and submitted for approval. As previously stated, you must be enrolled in an eligible MATC program to earn advanced standing for a course.

- If you are awarded credit, it will appear on your transcript as "NE" (Non-course equivalency) as you are granted **work-experience credit** for the ECE-CPL courses.

- Some colleges or universities may not accept this “NE” as a substitute for actually enrolling and completing the course. Check with the institution you intend to transfer to for their distinct policy.
- You are eligible to select **18 credits** for Credit For Prior Learning Experience.
- If credit is not granted, a thorough explanation will be provided by the CPL instructor.

Other Information:

- You must be currently working in the field of early care and education.
- **You must be able to document a minimum of 4000 hours of work experience (equivalent to 2 years). This should be accomplished through submission of The Registry profile.**
- You will be charged full tuition for enrolling in CHILDD 117: Credit for Prior Learning and \$90 for courses that you want to earn advanced standing credit for. The \$90/per course fee(s) must be paid by the end of the academic semester (that you are completing CPL) in order for advanced standing to be processed.
- Financial aid funds will cover the first course (CHILDD 117); however, it will **NOT** cover the cost of completing additional courses because it is recognized as “work experience” credits. Therefore, you will need to be prepared to pay these tuition funds.
- If you are a current T.E.A.C.H recipient you may be eligible to receive financial support for CPL-related credits. For more information, please contact your T.E.A.C.H scholarship counselor at 1-800-783-9322.
- CHILDD 117 may satisfy as your elective credit in our associate degree program.

Thank you for participating in this process. It is our hope that the steps in this handbook will guide you in the thoughtful gathering of information so you can be successful in reaching your professional development goals.

Am I a Good Candidate for Credit for Prior Learning?

Answer the following questions to determine if you are a good candidate to receive credit for prior learning/work experience in the Early Childhood Education associate degree program at Milwaukee Area Technical college. **A “yes” answer to the first two criteria is required.**

Question	Yes	No
I have two or more years of experience working FULL-TIME in a licensed/certified family or group child care setting. (Yes is required for credit consideration)		
I have a current Registry certificate as I will need to access my profile		
I have worked with children of various ages (infants, toddlers, pre-school, school-age).		
I regularly interact, both formally and informally, with early childhood education professionals in my area.		
I keep abreast of changes in the field of early childhood education by reading recent publications, attending seminars, conferences, and workshops.		
I have photos, documents, and other physical evidence of the work I have done which will help others understand that I have competence in these areas.		
I understand that the process of showcasing all that I know about early care and education is a process that will require considerable time and effort.		

If most of your responses are in the "yes" column, you are likely to be a good candidate to receive credit for prior learning/work experience. If you were unable to answer "yes" to most of the questions, please contact an MATC academic advisor .

**All ECE program courses are eligible for Credit for Prior Learning.
Below are specific requirements for a few courses:**

Course	Portfolio	Criteria
CHILDD 108	X	Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher).
CHILDD 110	X	Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher).
CHILDD 112	X	Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher).
CHILDD 148	X	Not applicable.
CHILDD 151	X	Must show documentation of workplace experience with infants and toddlers for at least two years as a lead or assistant teacher (or four or more years as a part-time lead or assistant teacher).
CHILDD 167	X	Must provide copies of the following certificates: SIDS, SBS and CANS. Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher).
CHILDD 174	X	Must show verification for completion of Wisconsin Model for Early Learning Standards training.
CHILDD 175	X	<p>Must show documentation of workplace experience with two or more age groups, for at least two years, as a full-time lead .</p> <p>Two full-time years of continuous work experience must be documented at the same Wisconsin licensed child care center; the center should be working toward a Young Star rating.</p> <p>Student must be able to demonstrate application of course competencies in an early childhood education classroom. On-site observation may be incorporated into this experience.</p>

CHILDD 177	X	<p>NOTE: Students are only eligible to earn CPL advanced standing for 2 practicums: Practicum I and one other practicum of their choice. This advanced standing cannot be combined with other options; for example, a student is unable to earn two practicum advanced standing through this CPL option and practicum advanced standing through other options.</p> <p>Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher). [NOTE: this two year requirement is a stand alone; in other words, students can not get advanced standing for practicum II, practicum III and practicum IV with the same two years of work experience]</p> <p>One full-time year of continuous work experience must be documented at the same Wisconsin licensed child care center; the center should be working toward a Young Star rating.</p> <p>Student must be able to demonstrate application of course competencies in an early childhood education classroom. On-site observation will be incorporated into this experience.</p>
CHILDD 179	X	<p>Must show documentation of workplace experience with children between the ages of 3-8 years, for at least two years as a full-time assistant or lead teacher (or four or more years as a part-time lead or assistant teacher).</p>
CHILDD 187	X	<p>Must show documentation of workplace experience as a full-time lead or assistant teacher working with children with differing abilities, for at least two years (or four or more years as a part-time lead or assistant teacher). The work should be completed primarily with children who have special needs in a special education classroom.</p>
CHILDD 188	X	<p>Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher).</p>
CHILDD 195	X	<p>Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher).</p>
CHILDD 199	X	<p>NOTE: Students are only eligible to earn CPL advanced standing for 2 practicums: Practicum I and one other practicum of their choice. This advanced standing cannot be combined with other options; for example, a student is unable to earn two practicum advanced standing through this CPL option and practicum advanced standing through other options.</p>

		<p>Must show documentation of workplace experience as a full-time lead or assistant teacher for at least three years (or six or more years as a part-time lead or assistant teacher). [NOTE: this two year requirement is a stand alone; in other words, students can not get advanced standing for practicum II, practicum III and practicum IV with the same two years of work experience]</p> <p>Student must be able to demonstrate application of course competencies in an early childhood education classroom. On-site observation will be incorporated into this experience. One full-time year of continuous work experience must be documented at the same Wisconsin licensed child care center; the center should be working toward a Young Star rating.</p> <p>Student must be able to demonstrate application of course competencies in an early childhood education classroom. On-site observation will be incorporated into this experience.</p> <p>Student must successfully complete the ECE program Technical Skill Assessment (TSA) with is demonstrated through an exit interview..</p>
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Early Childhood Education Associate Degree Curriculum Courses and Competencies

As you review each course description and competency below, begin to identify if you have competence in certain courses.

10-307-108 ECE: Early Language and Literacy

Description: 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 a 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.

Competencies:

1. Examine the concepts of developmentally appropriate practice and developmental theory as they relate to early literacy development and dual language learners for children birth to 8 years of age.
2. Describe the role and progression of literacy skills in children birth to age 8.
3. Practice interactive reading strategies for children birth to age 8.
4. Integrate culturally responsive strategies to promote language and early literacy skills for all children birth to age 8.
5. Examine local language and literacy assessment tools and strategies.
6. Assess the components of a literacy rich environment.
7. Explain emergent literacy and the interrelationship of language and literacy development.
8. Plan effective strategies to support emergent readers and writers.
9. Explore language and literacy resources for young children.

110-307-110 ECE: Social Science, Art and Music

Description: This 3-credit course will focus on beginning level curriculum development in the specific integrated content areas of social studies, art, music, & movement (SSAMM).

Competencies:

1. Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives.
2. Examine the critical role of play-based learning as it relates to Social Studies, Art, Music, & Movement (SSAMM)
3. Establish a developmentally appropriate environment for SSAMM.
4. Develop SSAMM learning experience plans that promote child development and learning for children birth to age 8.
5. Plan an interdisciplinary unit of connected learning experiences.
6. Incorporate all aspects of daily routine with SSAMM.

10-307-112 ECE: STEM

Description: This 3-credit course will focus on beginning level curriculum development in the specific integrated content areas of science, technology, engineering and math.

Competencies:

1. Integrate strategies that support diversity, cultural responsiveness and anti-bias perspectives.
2. Examine the critical role of inquiry based learning as it relates to STEM.
3. Examine the philosophy of STEM as it relates to the development of successful future learning for children birth to age 8.
4. Establish a developmentally appropriate environment for STEM.
5. Develop STEM learning experience plans that promote child development and learning for children birth through age 8.
6. Plan an interdisciplinary unit of connected learning experiences.
7. Incorporate all aspects of daily routine with STEM.

10-307-148 ECE: Foundations of Early Childhood Education

Description: This 3-credit course introduces you to the early childhood profession.

Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Investigate the history of early childhood education.
3. Summarize types of early childhood education settings.
4. Identify the components of a quality early childhood education program.
5. Summarize responsibilities of early childhood education professionals.
6. Explore early childhood curriculum models.
7. Analyze the principles of the WI Model Early Learning Standards.

10-307-151 ECE: Infant & Toddler Development

Description: In this 3-credit course you will study infant and toddler development as it applies to an early childhood

Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Analyze development of infants and toddlers (conception to three years).
3. Correlate prenatal conditions with development.
4. Summarize child development theories.
5. Analyze the role of heredity and the environment.
6. Examine culturally and developmentally appropriate environments for infants and toddlers.
7. Examine the role of brain development in early learning (conception through age three).
8. Examine caregiving routines as curriculum.

10-307-167 ECE: Health, Safety, and Nutrition

Description: This 3-credit course examines the topics of health, safety, and nutrition within the context of the early childhood educational setting.

Note: To receive Credit for this course, learner must document SIDS, SBS, and Child Abuse Mandated Reporter certifications.

Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Follow governmental regulations and professional standards as they apply to health, safety, and nutrition.
3. Provide a safe early childhood program.
4. Provide a healthy early childhood program.
5. Plan nutritionally sound menus.
6. Adhere to child abuse and neglect mandates.
7. Apply Sudden Infant Death Syndrome (SIDS) risk reduction strategies.
8. Apply strategies to prevent the occurrence of Shaken Baby Syndrome (SBS).
9. Incorporate health, safety, and nutrition concepts into the children's curriculum.

10-307-174 ECE: Introductory Practicum

Description: In this 3-credit practicum course you will learn about and apply the course competencies in an actual early childhood setting. You will explore the standards for quality early childhood education, demonstrate professional behaviors, and meet the requirements for training in the Wisconsin Model Early Learning Standards.

Note: Learners must also have the 15 hour Wisconsin Model Early Learning Standards

Competencies: Learners will be able to:

1. Analyze how WI Early Learning Standards provide a framework of guiding principles, developmental expectations, and program and performance standards to delineate the five developmental domains that embody delivery of quality education and care to young children.
2. Practice documenting child behavior and progress with objective observation techniques, Evaluate program integration of WI Early Learning Standards into the teaching cycle of Ongoing assessment, Planning and curriculum goals, and Implementation.
3. Identify specific goals and learning and assessment activities to promote the development of a focus child utilizing the WI Early Learning Standards.
4. Develop a plan for child learning utilizing the performance standards, developmental continuum and developmental domains from the WI Model Early Learning Standards that is based on experiential learning.
5. Explore the standards for quality early childhood education.

6. Incorporate Wisconsin Early Learning Standards with the principles of developmentally appropriate practice, intentionality and the teaching cycle to examine child development.
7. Demonstrate professional behaviors.
8. Practice positive interpersonal skills with children and adults.
9. Explore strategies that support diversity, cultural responsiveness and anti-bias perspectives.

10-307-175 ECE: Preschool Practicum

Description: This course will apply as the capstone course in The Registry Preschool Credential. You will be placed or working in an early childhood setting with 3-5 year old children and create a portfolio that prepares you for The Registry commission. In this course you 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 preschoolers.

Competencies:

1. Analyze factors that influence child development and behavior of children 3-5 years of age through effective observation and assessment techniques.
2. Incorporate governmental regulations and professional standards as they apply to quality early childhood education.
3. Integrate strategies and support diversity, cultural responsiveness, and anti-bias perspectives.
4. Implement developmentally appropriate integrated learning experiences for 3-5 year old children that promote child development and learning through play and care routines.
5. Implement a developmentally appropriate environment for children 3-5 years of age.
6. Implement positive guidance strategies for children 3-5 years of age.
7. Demonstrate responsible and ethical behavior as an early childhood education professional.
8. Utilize positive interpersonal skills with children and adults.

10-307-177 ECE: Intermediate Practicum

Description: In this 3-credit course you 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 children.

Competencies: Learners will be able to:

1. Analyze factors that influence child development and behavior of children through effective observation and assessment techniques.
2. Incorporate governmental regulations and professional standards as they apply to quality early childhood education.
3. Integrate strategies that support diversity, cultural responsiveness and anti-bias perspectives.
4. Implement developmentally appropriate integrated learning experiences that promote child development and learning through play and care routines.
5. Implement a developmentally appropriate environment.
6. Implement positive guidance strategies.
7. Demonstrate responsible and ethical behavior as an early childhood education professional.
8. Utilize positive interpersonal skills with children and adults.

10-307-179 ECE: Child Development

Description: The 3-credit course examines child development within the context of the early childhood education

Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives
2. Analyze social, cultural, and economic influences on child development.
3. Summarize child development theories.
4. Analyze development of children age three through age eight.
5. Summarize the methods and designs of child development research.
6. Analyze the role of heredity and the environment.
7. Examine the role of brain development in early learning (ages 3-8).

10-307-187 ECE: Children with Differing Abilities

Description: This 3-credit course focuses on the child with differing abilities in an early childhood education setting.

Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Provide inclusive programs for young children.
3. Apply legal and ethical requirements including, but not limited to, ADA and IDEA.
4. Work collaboratively through the consultation process to embed intervention in natural based settings
5. Differentiate between typical and exceptional development.
6. Analyze the differing abilities of children with physical, cognitive, health/medical, communication and/or behavioral/emotional disorders.
7. Work collaboratively with community and professional resources.
8. Utilize an individual educational plan (IEP/IFSP) for children with developmental differences.
9. Adapt curriculum to meet the needs of children with developmental differences.
10. Cultivate partnerships with families who have children with developmental differences.

10-307-188 ECE: Guiding Children's Behavior

Description: This 3-credit course examines positive strategies to guide children's behavior in the early childhood

Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Summarize early childhood guidance principles.
3. Analyze factors that affect the behavior of children.
4. Practice positive guidance strategies.
5. Develop guidance strategies to meet individual needs.
6. Create a guidance philosophy.

10-307-195 ECE: Family and Community Relationships

Description: In this 3-credit course you will examine the role of relationships with family and community in early childhood education.

Competencies: Learners will be able to:

1. Implement strategies that support diversity and anti-bias perspectives when working with families and community.
2. Analyze contemporary family patterns, trends, and relationships.
3. Utilize effective communication strategies.
4. Establish ongoing relationships with families.
5. Advocate for children and families.
6. Work collaboratively with community resources.

10-307-199 ECE: Advanced Practicum

Description: In this final 3-credit practicum course you will demonstrate competence in supporting child development through observation, assessment and implementation of teaching strategies as you work in and learn about and apply the course competencies in an actual early childhood setting. You will demonstrate a high level of skill in fostering relationships with children, families and early childhood professionals, and use skills learned in a lead teacher role to develop a career plan to transition from student to early childhood education professional.

Competencies: Learners will be able to:

1. Analyze children's growth and development based on assessment.
2. Integrate strategies that support diversity, cultural responsiveness and anti-bias perspectives.
3. Demonstrate ethical and professional behaviors and practices.
4. Implement developmentally appropriate integrated learning experiences that promote child development and meet WI Model Early Learning Standards
5. Foster positive relationships with children and adults.
6. Evaluate early childhood education program for quality.
7. Develop a career plan for your transition from student to professional.

Examples of Educational Artifacts for Your Portfolio

Artifacts are concrete objects that represent you and the work that you have completed. They demonstrate, to ECE faculty, that you have achieved competence in certain areas. Below is a list of artifacts types that need to be showcased as you apply for the Credit for Prior Learning experience at MATC. Remember, your Registry profile has many hours of non credit trainings that could replace an artifact.

Thoughtful selection and display of your artifacts and non credit based trainings will help to maximize the credits you will earn. Haphazard inclusion of artifacts will dilute the effectiveness of your portfolio. Too few artifacts will fail to give us a good picture of the skills and knowledge that you currently possess. You probably have more artifacts that represent your work than you realize!

Each course you are seeking credit for should be part of a portfolio which documents your knowledge and skills for each competency.

PORTFOLIO

- Your name and contact information
- course numbers and titles that you are seeking to earn CPL credit
- background information regarding your education and experience
- a short essay describing why you believe you have achieved competence in the course (two typed pages or less).
- Copy of your registry profile

State the ECE course: CHILDD 178: Art Music and Language Arts

State the competency: Competency #1 XXXXXXXXX

State your artifact: this could be an assignment or non credit training from your Profile

State your reflection: what is you learn about yourself and the practice of child care

Artifact/ Assignment	Suggestions
Photos	Include photos of classrooms where you have taught. Photos should represent primarily your work, classrooms where you have arranged the space, art projects you have planned, small and large group activities led by you, etc. Label each picture so we are aware of the element you are sharing. Example: "A process art activity I designed for 3-year-olds using natural materials".
Newsletter	Include center newsletters that have showcased activities of your classroom, or include articles you have written. Generally, include excerpts, not the whole newsletter. Only include the entire newsletter if you were responsible for the design and content.
Letters to Parents	Information letters are often sent home to parents. These are appropriate to include if they are written by you, and if they showcase areas such as curriculum, field trips, health, safety and nutrition issues.
Letters from Parents	Letters from parents can reveal a rich and caring relationship between the family and caregiver. If possible, include one or two examples of an unsolicited note or letter you have received from a parent or guardian. Describe to us what motivated the note.
Videos	DVDs offer a good way for us to see you in action with children, parents and/or colleagues. Footage should be no longer than 15 minutes in length. Include a written explanation of what we are to look for in the video, for example, <i>"This video shows me leading group time with a group of twelve three-year-olds."</i>
Certificates/Awards	Include any relevant certificates of training or awards
Performance Evaluations	Include a copy of a recent (within the past three years) performance evaluation.
Membership Certificates	Tell us what professional organizations you are currently a member of. Include copies of membership certificates or cards.
Monthly Calendars	Include a monthly calendar you have created and used.

Daily Schedules	Include a daily schedule.
Lesson Plans	Include copies of lesson plans- MATC's format
Activity Plans	Include detailed activity plans that would include specifics of activities presented throughout an entire week – included specific objectives, procedure, and reflection on how the activity went.
Song & Finger-play List	Include the collection of fingerplays and songs you use when working with children. List your favorite songs and fingerplays, as well as a list of resources you enjoy using (CDs, books, etc.)
Transitions	Include transition ideas you use to ease transition times. Demonstrate how you incorporate caregiving routines into the curriculum.
Learning Materials	Take photos of toys or games you have created. Identify the purpose of the material. Relate the material to a specific child's development.
Licensing Compliance Report	Documentation from state licensing specialist.
Program, Parent or Employee Handbooks	If you have developed these materials, please include them if you are applying for the administration course.
Observations	anecdotal, running record, portfolio, etc.
Other	Any item that you feel documents your mastery of the course competencies.
Registry Profile	Non-credit training