

# Course Submission Approval Requirements for Standard Course Writers and Higher Education Course Writers

Last Updated: October 28, 2025

Achieve supports Minnesota's Early Childhood Care and Education Workforce by ensuring access to high quality professional development opportunities offered through <u>Develop's Search for Training calendar</u>. Course submissions are reviewed by Achieve for Develop approval in the order in which they are received. This process may take up to 30 business days (or longer) if revisions are required. Upon review completion, you will be notified via email of either full course approval or revisions required. If revisions are required more than two times on a course submission, the submission will be denied. **Approved courses are valid for 5 years**.

See <u>Develop's Course Writer Agreement</u> form and <u>Achieve's Course Writer Companion Guide</u> for more information about Course Writer membership and course content quality expectations.

While in Develop's Course Submission form, please click on the **blue "?" squares** for additional help. Refer to Develop's <u>How Do I?</u> section for their Course Entry for Course Writers Help Guide. This will help you access and navigate Develop's online course submission form.

Course Application Sections	Requirements for Approval	Helpful Information
Title	Titles must:  ✓ Use plain language.  ✓ Reflect the content and intent of the Learning Objectives.  ✓ Have correct capitalization, grammar, and punctuation.  ✓ Indicate language of content delivery (e.g., Spanish, Somali, Hmong, English, etc.).	<ul> <li>Title Examples:         <ul> <li>Child Development Basics</li> <li>Promoting Professional Ethics</li> <li>Enhancing Adult-Child Interactions</li> </ul> </li> <li>Tips:         <ul> <li>If the content will be offered in a language other than English, please type the course title in the intended language, followed by the course title in English.</li> <li>If the course will be offered in multiple languages, a separate course must be submitted for each language.</li> </ul> </li> </ul>
Course Type	Select the type of credit attendees will receive for completing this course.  • Approved Clock Hour Course (recommended)  • This selection is non-credit based and is most used for licensing and Parent Aware.  • Approved CEU Course  • This selection is reserved for:  • Organizations that have current accreditation through the International Association for Continuing Education and Training (IACET).  • Accredited colleges and universities.  • For Credit  • This selection is reserved for internal use. Do not select.  • Other Clock Hour  • This selection is reserved for internal use. Do not select.	

Course Level	Select one of the following Course Levels that best matches the level of	Resource:
	competency required for understanding the content.	Minnesota Knowledge and
		<u>Competency Framework</u>
	Level 1: Explores	
	<ul> <li>New to a concept, not necessarily new to the profession,</li> </ul>	Tips:
	but exploring new skills or ideas.	Think of the levels as a continuum, a
	Level 2: Implements	progression of skills and knowledge.
	More problem solving occurs and educators are	Levels are not directly connected to
	implementing what they know.	specific job roles or levels of formal
	<ul> <li>Level 3: Designs and Leads</li> <li>Highly involved in decision-making; designs, guides, and leads</li> </ul>	<ul><li>education.</li><li>TOT courses must be assigned a Level</li></ul>
	other adults and/or programs.	3. See Authorized Trainers section
	other addits and/or programs.	below for more information about
		TOTs.
Description	The course description must focus on describing the content of the course	Resource:
	and include the following details:	Action Words (Verbs) for KCF Levels
	✓ The content topic(s) of the course.	
	✓ The intended audience.	Tips:
	✓ How the audience will engage and benefit.	Clear course descriptions help
		educators find learning
	Course descriptions must also:	opportunities that meet their needs.
	✓ Be clear, easy-to-read, and grammatically correct.	If the content will be offered in a
	✓ Match description content with the chosen KCF(s).	language other than English, please
	✓ Be 30-100 words and begin with an action verb.	include the course description
		written in English after the
		description written in the intended
		language.

# Intellectual Property Owner & Copyrighted Materials

#### Select one of the following options:

- Exclusively Owned:
  - The course content is owned by you.

# • Publicly Available:

• The course content was developed by a government agency or non-profit and is available to the public for widespread use.

#### Publisher:

- The course was developed by a private publisher who granted you permission to use it.
  - You must list the publisher's name in this selection and send proof of permission granted to you to support@mncpd.org.

#### Other:

- You are a Course Writer submitting on behalf of an organization or Independent Trainer.
  - Specify the course content is owned by the Training Sponsor Organization or Trainer and provide their name.
- If none of the above circumstances fit, please use this area to describe how this course was developed.

# **Consider the following:**

- Who created/developed the content?
- Was this course developed in part or as a whole by someone else?

# Transfer of course ownership:

 If this course is being submitted on behalf of a Trainer or Training Sponsor Organization, the course must be transferred to the owner once approved. See page 10 of <u>Develop's Course Entry for Course</u> <u>Writers</u> help guide for transferring steps.

Applies Toward	<b>This section is optional.</b> If applicable, select the topic(s) that apply to the course	Tin
(Qualifications)	content.	Tip:  This section does not apply to most
(Qualifications)	Anytime Learning	This section does not apply to most
	Restricted for use by Approved Course Writers contracted by	courses.
	Eager-to-Learn.	
	Conference	Resource:
	<ul> <li>Content was created for conference session(s).</li> </ul>	Training Sponsor Companion Guide
	• Eager To Learn	Tairing Sponsor Companion Guide
	<ul> <li>Restricted for use by Approved Course Writers contracted by</li> </ul>	
	Eager-to-Learn.	
	Head Start	
	<ul> <li>Restricted for use by registered Head Start Training Sponsor</li> </ul>	
	Organizations.	
	School District	
	<ul> <li>Restricted for use by registered Training Sponsor Organizations</li> </ul>	
	with a valid ISD number.	
	State Partner	
	<ul> <li>Restricted for use by Training Sponsor Organizations identified</li> </ul>	
	as State Partners by the MN Department of Children, Youth,	
	and Families.	
Course Category	Select the category that best fits the Course content.	
	Business	
	Early Childhood	
	• Infant	
	School Age	
	Toddlers	
	Trainer and Course Writer	
	Youth Development	
Total Course	All course submissions must contain a minimum of 2 hours of content to be	Tips:
Length	considered for approval.	Breaks and lunches cannot be
		counted toward the total hours.
		Course submissions should be no
		more than 8 hours in length.
		Contact us at support@mncpd.org
		for additional guidance for longer
		courses.

Knowledge & Competency Framework (KCF) Areas Select KCF Content Areas that align to the course title, description, learning objectives, and content.

Follow the guidelines below to identify the allowed number of KCF Content Areas based on the length of your course.

Course Length in Hours	Allowed Number of KCF Areas
2-3 Hours	Select ONE KCF area
4-5 Hours	Select no more than TWO KCF areas
6-7 Hours	Select no more than THREE KCF areas
8-9 Hours	Select no more than FOUR KCF areas

#### **Content Area Crosswalk**

CDA Subject Areas are automatically assigned to your selected KCF area(s) in the Develop system. Use the crosswalk below to see the alignment.

Knowledge and Competency Framework (KCF) Areas	CDA Subject Areas
I: Child Development and Learning	8: Principles of Child Development and Learning
I.D: Cultural Responsibility and Practice	8: Principles of Child Development and Learning
II.A: Creating Positive Learning Experiences	2: Steps to advance children's physical and intellectual development
II.B: Promoting Cognitive Development	2: Steps to advance children's physical and intellectual development
II.C: Promoting Social and Emotional Development	3: Positive ways to support children's social and emotional development
II.D: Promoting Physical Development	2: Steps to advance children's physical and intellectual development
II.E: Promoting Creative Development	2: Steps to advance children's physical and intellectual development
II.F: Cultural Responsibility and Practice	2: Steps to advance children's physical and intellectual development
III: Relationships with Families	4: Strategies to establish productive relationships with families

#### Tips:

- Use the <u>Minnesota Knowledge and</u> <u>Competency Framework</u> as a guide for selecting correct options.
- If you selected Trainer and Course Writer for the Course Category, you must select a Trainer/Course Writer KCF Content Area.
- TOT courses must be assigned Trainer/Course Writer KCF Content Area I. See the Authorized Trainer section below for more information about TOTs.

#### **Resources:**

- MN Knowledge and Competency Framework New Component Summary
- MN Knowledge and Competency
   Framework Handout
- MN's Knowledge and Competency Framework for Early Childhood Professionals: Working with Infants and Toddlers
  - o Working with Infants and Toddler Companion Guide
- MN's Knowledge and Competency Framework for Early Childhood Professionals: Working with Family Child Care
  - o Working with Family Child Care Companion Guide
- MN's Knowledge and Competency Framework for Early Childhood Professionals: Working with Preschool-Aged



III.D: Cultural Responsibility and	4: Strategies to establish productive
Practice	relationships with families
IV.A: Observing, Recording and	7: Observing and recording children's
Assessing Development	behavior
IV.B: Assessing and Using Information to	7: Observing and recording children's
Plan	behavior
IV.C: Assessing and Using Information to	5: Strategies to manage effective
Enhance and Maintain Program Quality	program operation
V: Historical and Contemporary	6: Maintaining a commitment to
Development of Early Childhood	professionalism
Education	
VI: Professionalism	6: Maintaining a commitment to
	professionalism
VI.C: Cultural Responsibility and	6: Maintaining a commitment to
Practice	professionalism
VII.A: Establishing Healthy Practices	1: Planning a safe, healthy learning
	environment
VII.B: Ensuring Safety	1: Planning a safe, healthy learning
	environment
VII.C: Providing Healthy Nutrition	1: Planning a safe, healthy learning
	environment
VII.D: Cultural Responsibility and	1: Planning a safe, healthy learning
Practice	environment
VIII: Application through Clinical	
Experience	
IX: Trauma Informed Care*	3: Positive ways to support children's
	social emotional development
X: Working with Multilingual	4: Strategies to establish productive
Preschoolers and Their Families*	relationships with families

<sup>\*</sup>See Authorized Trainer section of this resource for special training requirements.

# <u>Children in Center and School</u> <u>Programs</u>

- Working with Preschool-Aged Children in Center and School Programs
   Companion Guide
- <u>Minnesota's Knowledge and</u> <u>Competency Framework for Trainers</u>

The following KCFs are for courses designed specifically for the professional development of approved Trainers and/or Course Writers.

	Trainer/Course Writer KCF Content Areas
	Professionalism and Ethical Practices
=	Adult Learning Principles
Ш	The Learning Environment
IV	Facilitating Learning
٧	Assessing and Evaluating Training
VI	Instructional Design
VII	Technology-based Training

# Learning Objectives

List the learning objective(s) for the course using no more than three learning objectives per 2 hours of delivery.

Strong learning objectives must:

- ✓ Identify specific attitude(s), behavior(s), or skill(s) the participant will achieve by the end of the training.
- ✓ Use <u>Action Words (Verbs) for KCF Levels</u>
- ✓ Be measurable/can be observed.
- ✓ Be clear and concise.

## Tip:

 Learning objectives must clearly identify what engaged learners will be able to do after learning the content at an approved Training Event.

#### **Resources:**

- Lesson Plan Series: Objectives
- Understanding Learning Objectives

# Universal Instructional Design (UID)

Validating and incorporating the experiences and perspectives of others leads to learning. Describe, in detail, how you have intentionally designed your course to take into consideration the gifts and needs of all learners.

# Use the following guided questions to build your UID:

- ✓ How does the design of this course ensure every participant feels valued, respected, and has the same opportunities for learning as others?
- ✓ How do the planned content, activities, and examples acknowledge and honor every participant?
- ✓ How does your planned content encourage and support participants in their efforts to develop knowledge and skills around equity?
- ✓ What inclusivity guidance and resources have you embedded for the trainers in the structure of your course?
- ✓ If virtual/e-learning or blended course delivery is an option: How did you strategically embed audience engagement, provide support, and assess learning differently than you would for an in-person course?

## Tip:

 Focus on the uniqueness of individual learners, including things like provider type, cultural lens, religious beliefs, learning styles, introverts/extroverts, political diversity, geography, gender identity, literacy level, etc.

#### **Resources:**

- Minnesota's Knowledge and <u>Competency Framework for</u> <u>Trainers</u>
  - Specifically: Trainer
     Competency Areas III, IV,
     and VI.
- <u>National Association for the</u>
   <u>Education of Young Children</u>
   (NAEYC) Definitions
- <u>Universal Multicultural</u>
   <u>Instructional Design (UMID)</u>
- <u>UMID Principles Checklist</u>

# Course Content, Strategies, Methods, & Timeline

# **Include the Content Points of training (in order):**

- ✓ The Learning Objective(s).
- ✓ The Strategies and Activities.
- ✓ The Method of Delivery: (lecture, activity, small group, reflection paper, etc.).
- ✓ The estimated timeline (matching the total course content hours) for each section of training including break times.

Create and UPLOAD the course outline in Develop:

• Outline of Training

# Tips:

- Breaks and lunches cannot be counted toward the total hours, but should be included in the timeline.
- If a course will be presented in multiple sessions, a separate outline for each session must be uploaded for approval.
- You may use your own course outline template.

#### Resource:

Preparing a Dynamic Lesson Plan

Assessment of Learning	The assessment of learning should connect directly to the learning objectives and activities within the course.  Be specific in your assessments and make sure:	Consider connecting the objectives with the assessments by incorporating:  • Small/large group discussions or activities.
	<ul> <li>✓ They are observable and measure participant learning and understanding.</li> <li>✓ They specifically measure each Learning Objective you previously</li> </ul>	<ul><li>Self-reflection activities.</li><li>Pre/post quizzes, etc.</li><li>Assessments should include:</li></ul>
	listed.  ✓ There are as many assessment items as objectives – at least one item must assess each outcome.	<ul> <li>Transfer of learning measurements.</li> <li>How the learners can apply their new skills in their practice.</li> </ul>
		Resource:  • Lesson Plan Series: Assessment and Follow-Up
Materials List	List the materials and resources that an instructor and participants will need during the Course.	<ul> <li>Examples:         <ul> <li>Electronic slides/presentations, projector, screens, speakers, etc.</li> </ul> </li> <li>Internet connection speed, software, hardware, etc.</li> <li>MN Rules and Statutes, ECIPS, etc.</li> <li>Handouts, writing utensils, etc.</li> </ul>

Participant Support Accommodations	List classroom learning supports that will be provided to participants.  For e-learning of all types:  List how participants can receive technical support for e-learning, the minimum	<ul> <li>Examples:</li> <li>Participant guides provided in advance or upon request.</li> <li>Accessible classroom.</li> </ul>
	requirements for hardware and software to participate in your course, the internet connectivity required, and who to contact after hours to participate in your course.	<ul> <li>Closed captioning.</li> <li>Reflection time during class.</li> <li>Homework assignments in writing or by email.</li> <li>Online bulletin board.</li> <li>Chatroom access.</li> <li>Online poll.</li> <li>Support staff during training event.</li> <li>Simplified language.</li> <li>Visual aids like charts or diagrams.</li> <li>Large print.</li> <li>Graphic organizers.</li> <li>Etc.</li> </ul>
		<ul> <li>Consider the following:         <ul> <li>Do you have an accommodation request process?</li> <li>Are there specific software requirements needed for the learning platform?</li> <li>Will transcripts/recordings be provided to participants?</li> </ul> </li> </ul>
References and Works Cited	<ul> <li>Provide a list of research and resources used to develop the Course. These resources must:</li> <li>Be listed in APA style format.</li> <li>Include at least one resource with a publish date that is not older than seven years of the course submission date.</li> </ul>	Resources:

Add	itio	nal		
Cou	rse	De	tai	ls

# **Delivery Method Options**

## **Select ONE of the following:**

- In-Person/Face-to-Face
  - Traditional classroom setting with the instructor and participants in the same physical location.
- Virtual/E-Learning: Internet-based
  - Synchronous
    - All learners are present and engaging online at the same time, while the instructor facilitates the learning event.
  - Asynchronous
    - On-Demand, online, and self-paced; may have instructor feedback but no set/predetermined meeting time.
  - Webinars
    - A virtual seminar or presentation that meets the twohour minimum requirement with a focus on information sharing.
- Blended Learning
  - A hybrid combination of in-person (synchronous) and virtual (synchronous or asynchronous) learning experiences.

# **Target Audience**

Select the category/categories of your intended audience.

# **Ages Addressed**

Select the category/categories of ages addressed in your content.

### Tips:

- A course submission can only have one selected delivery method. If the content will be offered using multiple delivery methods, you must submit a new course for each method of delivery.
- Course Writers and Trainers are required to complete the 16-hour online training requirement for content designed for virtual delivery.

# Authorized Trainers

# **Training of Trainers (TOT)**

Click **YES** to indicate that Trainers are required to take a specific course (or courses) in a specific order to be added to the Authorized Trainer List. Then click on Add Course to add the existing approved course. Note that you can only select courses that have already been approved and are identified with a Training of Trainers (TOT) qualification.

- Other Criteria for trainers to be authorized to teach this course.
  - Complete this section for OTHER approval criteria that must be met before a Trainer can become Authorized to train on the course content.

# **Authorized Trainers**

As a Course Writer you can add the option to make the course content available to approved Trainers for scheduling approved Training Events by using the Authorized Trainer feature. The Trainer(s) you add must have an approved Trainer Membership type that supports your Course's assigned KCF, Level, and Delivery Method.

- Select YES to allow your course content to be accessible by the approved Trainers you add as authorized. This will allow the Authorized Trainers listed (subject to review and acceptance by Achieve) to schedule and facilitate Develop-approved Training Events for this content.
- Select NO if you do not wish to share your content with other Approved Trainers.

# **Training Scheduler**

- Select YES to allow your course content to be shared with Child
  Development Services grantees for the purpose of scheduling Developapproved Training Events. This option is typically most beneficial to
  Course Writers contracted by Child Care Aware and Eager-To-Learn.
- Select NO if you do not wish to share your content with Child Development Services grantees.

#### What is a TOT?

 TOT courses are designed to teach trainers to become subject matter experts in new content/subject areas offered through the TOT course. After completion of a TOT, the attendee (Trainer) is granted access to additional approved course content in Develop. With this access, they are expected to schedule Develop-approved Training Events and successfully teach the content to early childhood providers. Trainers who complete the TOT Training Event are expected to deliver their trainings as presented during the TOT session. This ensures goals and objectives remain consistent and uphold the quality of the content. However, variations in presentation methods based on attendee needs are acceptable and encouraged.

#### **Authorized Trainers**

Achieve reviews all added
 Authorized Trainers and Approves
 them if their Trainer Membership
 type supports your course content.
 If the added Trainer does not meet
 requirements for acceptance, their
 access to your course content will
 be Declined. See the Trainer
 Membership Companion Guide for
 more details.

		<ul> <li>After approval of the course, allow 3 business days for Achieve's review of Authorized Trainers.</li> </ul>
		<ul> <li>KCF IX &amp; X Special Requirements</li> <li>Authorized Trainers listed on courses approved for KCF Areas IX (Trauma-Informed Care) and/or X (Working with Multilingual Preschoolers and Their Families), can only be approved if they show completion of at least 6 hours of approved training in the course assigned KCF IX and/or X area(s).</li> </ul>
Submit for Approval	<ul> <li>Review the course details for accuracy.</li> <li>Read and Agree to the Terms and Conditions.</li> <li>Click Submit for Approval.</li> </ul>	<ul> <li>Course submissions are reviewed in the order they are received. Allow up to 30 business days for approval.         <ul> <li>Approval may take longer if revisions are required.</li> </ul> </li> <li>See the <u>Application Processing Time</u> section of our website to track Course Submission processing time.</li> </ul>

Related Resources		
Course Writers	Course Writer Companion Guide	
Trainers	<u>Trainer Companion Guide</u>	
Training Sponsor Organizations	<u>Training Sponsor Companion Guide</u>	
Develop Functionality	Course Entry for Course Writers	
<u>Training Event Entry for Trainers</u>		
<ul> <li><u>Training Event Entry for Training Sponsor Organizations</u></li> </ul>		
	<u>Training Event Roster</u>	

# Stay in touch with Achieve - The MN Center for Professional Development!



Monday - Friday 7:30 am - 4:30 pm



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