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

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Achieve supports Minnesota's Early Childhood Care and Education Workforce by ensuring access to high quality professional development opportunities offered through Develop's Search for Training calendar. 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 Develop's Course Writer Agreement form and Achieve's Course Writer Companion Guide 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 How Do I? section for their Course Entry for Course Writers Help Guide. This will help you access and navigate Develop's online course submission form.

Follow the guidance below to correctly design and enter your course details in Develop.

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.).	**Title Examples:** • Child Development Basics • Promoting Professional Ethics • Enhancing Adult-Child Interactions **Tips:** • 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. • If the course will be offered in multiple languages, a separate course must be submitted for each language.
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 competency required for understanding the content.**
	
	• **Level 1: Explores**
	  • New to a concept, not necessarily new to the profession, but exploring new skills or ideas.
	• **Level 2: Implements**
	  • More problem solving occurs and educators are implementing what they know.
	• **Level 3: Designs and Leads**
	  • Highly involved in decision-making; designs, guides, and leads other adults and/or programs.
		Resource:
		• Minnesota Knowledge and Competency Framework
		
		Tips:
		• Think of the levels as a continuum, a progression of skills and knowledge. Levels are not directly connected to specific job roles or levels of formal education.
		• TOT courses must be assigned a Level 3. See Authorized Trainers section below for more information about TOTs.

Description	**The course description must focus on describing the content of the course and include the following details:** ✓ The content topic(s) of the course. ✓ The intended audience. ✓ How the audience will engage and benefit. **Course descriptions must also:** ✓ Be clear, easy-to-read, and grammatically correct. ✓ Match description content with the chosen KCF(s). ✓ Be 30-100 words and begin with an action verb.	**Resource:** • Action Words (Verbs) for KCF Levels **Tips:** • Clear course descriptions help educators find learning opportunities that meet their needs. • If the content will be offered in a language other than English, please 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 Develop's Course Entry for Course Writers help guide for transferring steps.

Applies Toward (Qualifications)	**This section is optional.** If applicable, select the topic(s) that apply to the course content.
	• **Anytime Learning**
	  ◦ Restricted for use by Approved Course Writers contracted by Eager-to-Learn.
	• **Conference**
	  ◦ Content was created for conference session(s).
	• **Eager To Learn**
	  ◦ Restricted for use by Approved Course Writers contracted by Eager-to-Learn.
	• **Head Start**
	  ◦ Restricted for use by registered Head Start Training Sponsor Organizations.
	• **School District**
	  ◦ Restricted for use by registered Training Sponsor Organizations with a valid ISD number.
	• **State Partner**
	  ◦ Restricted for use by Training Sponsor Organizations identified as State Partners by the MN Department of Children, Youth, and Families.
		Tip:
		• This section does not apply to most courses.
		
		Resource:
		• Training Sponsor Companion Guide

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 Length	**All course submissions must contain a minimum of 2 hours of content to be considered for approval.**	**Tips:** • 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 Minnesota Knowledge and Competency Framework 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
  - Working with Infants and Toddler Companion Guide
- MN's Knowledge and Competency Framework for Early Childhood Professionals: Working with Family Child Care
  - 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 Practice	4: Strategies to establish productive relationships with families
IV.A: Observing, Recording and Assessing Development	7: Observing and recording children's behavior
IV.B: Assessing and Using Information to Plan	7: Observing and recording children's behavior
IV.C: Assessing and Using Information to Enhance and Maintain Program Quality	5: Strategies to manage effective program operation
V: Historical and Contemporary Development of Early Childhood Education	6: Maintaining a commitment to professionalism
VI: Professionalism	6: Maintaining a commitment to professionalism
VI.C: Cultural Responsibility and Practice	6: Maintaining a commitment to 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 Practice	1: Planning a safe, healthy learning environment
VIII: Application through Clinical Experience	
IX: Trauma Informed Care*	3: Positive ways to support children's social emotional development
X: Working with Multilingual Preschoolers and Their Families*	4: Strategies to establish productive relationships with families

**See Authorized Trainer section of this resource for special training requirements.*

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

	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** I – Professionalism and Ethical Practices II – Adult Learning Principles III – The Learning Environment IV – Facilitating Learning V – 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 Action Words (Verbs) for KCF Levels ✓ 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 Competency Framework for Trainers ○ Specifically: Trainer Competency Areas III, IV, and VI. • National Association for the Education of Young Children (NAEYC) Definitions • Universal Multicultural Instructional Design (UMID) • UMID Principles Checklist
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: ✓ They are observable and measure participant learning and understanding. ✓ They specifically measure each Learning Objective you previously listed. ✓ There are as many assessment items as objectives – at least one item must assess each outcome.	**Consider connecting the objectives with the assessments by incorporating:** • Small/large group discussions or activities. • Self-reflection activities. • Pre/post quizzes, etc. **Assessments should include:** • Transfer of learning measurements. • How the learners can apply their new skills in their practice. **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.**	**Examples:** • Electronic slides/presentations, projector, screens, speakers, etc. • Internet connection speed, software, hardware, etc. • MN Rules and Statutes, ECIPS, etc. • Handouts, writing utensils, etc.

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 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.	**Examples:** • Participant guides provided in advance or upon request. • Accessible classroom. • Closed captioning. • Reflection time during class. • Homework assignments in writing or by email. • Online bulletin board. • Chatroom access. • Online poll. • Support staff during training event. • Simplified language. • Visual aids like charts or diagrams. • Large print. • Graphic organizers. • Etc. **Consider the following:** • Do you have an accommodation request process? • Are there specific software requirements needed for the learning platform? • Will transcripts/recordings be provided to participants?
References and Works Cited	Provide a list of research and resources used to develop the Course. These resources must: • Be listed in APA style format. • Include at least one resource with a publish date that is not older than seven years of the course submission date.	**Resources:** • APA Style Introduction • APA Citation Generator **Example:** • *What is a Developmental Milestone?* (2022, December 29). Center for Disease Control and Prevention. https://www.cded.gov./ncbddd/actearly/milestones/index.html

Additional Course Details		
	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 two-hour 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 Develop-approved 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.

		○ After approval of the course, allow **3 business days** for Achieve's review of Authorized Trainers. **KCF IX & X Special Requirements** • 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).
Submit for Approval	• **Review** the course details for accuracy. • **Read** and **Agree** to the Terms and Conditions. • Click **Submit** for Approval.	**Tips:** • Course submissions are reviewed in the order they are received. Allow up to **30 business days** for approval. ○ Approval may take longer if revisions are required. • See the Application Processing Time section of our website to track Course Submission processing time.

Related Resources	
Course Writers	• Course Writer Companion Guide
Trainers	• Trainer Companion Guide
Training Sponsor Organizations	• Training Sponsor Companion Guide
Develop Functionality	• Course Entry for Course Writers • Training Event Entry for Trainers • Training Event Entry for Training Sponsor Organizations • Training Event Roster

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



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