

Course Approval Introduction and Requirements

One way [Achieve](#) supports Minnesota's Early Childhood Care and Education Workforce is by ensuring access to high quality professional development opportunities. Courses submitted in Develop for approval by Achieve must be submitted by an approved Course Writer. Course Writers are individuals who have met specific instructional design requirements and have the skills and abilities to successfully submit a course that meets all the required details in Develop.

New course submissions are reviewed by Achieve for approval in the order in which they are received. This process may take up to six weeks (or longer) if revisions are required. Upon review completion, you will be notified via email of either full course approval or revisions required. Approved courses are valid for 5 years.

To ensure approval of high-quality courses, Achieve, along with the [Trainer and RBPD Specialist Support \(TARSS\)](#) program, offered through the Center for Early Education and Development (CEED), work together to provide support to course owners (Course Writers and Training Sponsor Organizations). If your course submission does not meet the minimal quality standards (outlined below) after two cycles of attempted revisions, your course will be placed in Declined status. If you wish to improve your Course Writers skills, TARSS personnel can help you find additional training.

Course Approval Support Process

- Achieve will:
 - Notify the Course Writer via email of Declined status of course submission and refer the Course Writer to TARSS. The email will include:
 - Referral to tarss@umn.edu
 - Documents showing details of the course submission and required revisions.
- TARSS will:
 - Review the documents and connect with the Course Owner within 2 business days to determine to best plan for consultation.
 - Consultation will be offered one-on-one in person, virtually or by phone and may include advising or suggestions for additional training.

After receiving consultation from TARSS staff and completing additional training, the Course Writer may repeat the course approval process and submit their course in Develop for Achieve's review.

Requirements for Course Approval

Follow the guidance below to enter your course details and submit them in Develop for review and approval by Achieve. See 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.

Sections	Required Information for Each Section
Title	<p>Titles must:</p> <ul style="list-style-type: none">• 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.) <p>Title Examples: <i>Child Development Basics, Promoting Professional Ethics, Enhancing Adult-Child Interactions</i></p>
Course Type	<p>Select the type of credit attendees will receive for completing this course.</p> <ul style="list-style-type: none">• Approved Clock Hour Course<ul style="list-style-type: none">◦ This selection is non-credit based and is most used for licensing and Parent Aware.• Approved CEU Course<ul style="list-style-type: none">◦ This selection is reserved for:<ul style="list-style-type: none">▪ Organizations that have current accreditation through the International Association for Continuing Education and Training (IACET).▪ Accredited colleges and universities.• For Credit<ul style="list-style-type: none">◦ This selection is reserved for internal use and should not be selected.• Other Clock Hour<ul style="list-style-type: none">◦ This selection is reserved for internal use and should not be selected.
Course Level	<p>Select the Course Level that corresponds to the level of competency you are targeting in the learning objectives. 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. Use the Minnesota Knowledge and Competence Framework as a guide.</p> <ul style="list-style-type: none">• 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
Description	<p>Clear course descriptions help educators find learning opportunities that meet their needs. The description must focus on describing the content of the course and include the following details:</p> <ul style="list-style-type: none">• The content topic(s) of the course.• The intended audience.• How the audience will engage and benefit. <p>Course descriptions must also:</p> <ul style="list-style-type: none">• 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.<ul style="list-style-type: none">◦ Use Action Words (Verbs) for KCF Levels

**Intellectual
Property
Owner and
Copyrighted
Materials**

Who created/developed the course content? Was this course developed in part or as a whole by someone else? Select one of the following options:

- Exclusively Owned: the course content is owned by you or your organization.
- 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: None of the above circumstances fit, please describe how this course was developed.

**Applies
Toward
(Qualifications)**

This section is optional. If applicable, select the topic(s) that apply to the course content.

- Abusive Head Trauma (AHT)
 - Restricted for state owned courses available for fulfilling this Licensing requirement.
- Anytime Learning
 - Restricted for use by Approved Course Writers contracted by Eager-to-Learn.
- Automatic Approval
 - Restricted for internal use by Achieve – The MN Center for Professional Development
- Center for Inclusive Child Care (CICC)
 - Restricted for use by Approved Course Writers contracted with or employed by CICC.
- Children and Restraint Systems (C.A.R.S.)
 - Restricted for use by the Office of Traffic Safety.
- Delivery of Online Training
 - Content focuses on the Delivery of Online Training for Approved Trainer requirements for online facilitation of approved training events.
- Design and Delivery of Training
 - Content focuses on the Design and Delivery of Training for Approved Trainer membership requirements.
- Developmentally Appropriate Behavior Guidance
 - Restricted for state owned courses available for fulfilling this Licensing requirement.
- Eager To Learn
 - Restricted for use by Approved Course Writers contracted by Eager-to-Learn.
- FCC Active Supervision
 - Restricted for state owned courses available for fulfilling this Licensing requirement.
- Head Start
 - Restricted for use by registered Head Start Organizations.
- Introduction to Reflective Practice
 - Restricted for organizations that participate in the RPBD Specialist membership and endorsements.
- MNAEYC Director Credential
 - Content focuses on the completion of this credential offered by MNAEYC.
- MNAEYC-MNSACA training events
 - Restricted for use by MNAEYC-MNSACA
- Relationship Based Professional Development
 - Content focuses on the professional development of RBPB Specialists.
- School District
 - Restricted for use by registered organizations with a valid ISD number.
- State Partner
 - Restricted for use by organizations identified as State Partners by the MN Department of Human Services.

Applies Toward (Qualifications) Contd.	<ul style="list-style-type: none"> • Sudden Unexpected Infant Death (SUID) <ul style="list-style-type: none"> ◦ Restricted for state owned courses available for fulfilling this Licensing requirement. • Supervising for Safety <ul style="list-style-type: none"> ◦ Restricted for state owned courses available for fulfilling this Licensing requirement. • Training of Trainers (TOT) <ul style="list-style-type: none"> ◦ Course content focuses on providing Approved Trainers the knowledge and skills necessary to deliver a specific topic as approved training. Additional course submission required with this selection. 										
Course Category	Identify the age group that best fits the Course content. <ul style="list-style-type: none"> • Infant • Early Childhood • School Age • Youth Development • Business • Toddlers 										
Total Course Length	All course submissions must contain a minimum of 2 hours of content* to be considered for approval. * Breaks do not count as content.										
Knowledge and Competency Framework (KCF) Areas	<p>Select KCF Content Areas that align to the course title, description, learning objectives, and content. Use the Minnesota Knowledge and Competency Framework as a guide for selecting correct options.</p> <p>Follow the guidelines below for identifying the allowed number of KCF Content Areas based on the length of your course.</p> <table border="1" data-bbox="279 1092 1567 1318"> <thead> <tr> <th>Course Length in Hours</th> <th>Allowed Number of KCF Areas</th> </tr> </thead> <tbody> <tr> <td>2-3 Hours</td> <td>Select ONE KCF area</td> </tr> <tr> <td>4-5 Hours</td> <td>Select no more than TWO KCF areas</td> </tr> <tr> <td>6-7 Hours</td> <td>Select no more than THREE KCF areas</td> </tr> <tr> <td>8-9 Hours</td> <td>Select no more than FOUR KCF areas</td> </tr> </tbody> </table>	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
Course Length in Hours	Allowed Number of KCF Areas										
2-3 Hours	Select ONE KCF area										
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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 in the Develop system. Use the chart below to identify 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
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 Experiences	N/A
IX*	Trauma Informed Care and Practice	3: Positive ways to support children’s social and emotional development
X*	Working with Multilingual Preschoolers and Their Families	4: Strategies to establish productive relationships with families

* Course submissions with KCF selections for IX or X must identify an approved trainer in the Authorized Trainer section of the course, who has completed at least 6 hours of training in the corresponding KCF selection. This trainer may need to supply verifiable documentation to Achieve before full approval.

Knowledge and Competency Framework (KCF) Areas (Continued)

Content Area Crosswalk (Continued)

Guidance and Helpful 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 Children in Center and School Programs](#)
 - [Working with Preschool-Aged Children in Center and School Programs Companion Guide](#)

Trainer/Course Writer KCF Content Areas

Select the best KCF for content specific to the professional development of Approved Trainers*.

* Must only select Trainers as the Target Audience (See section below) for these 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

Guidance and Helpful Resources:

- [Minnesota’s Knowledge and Competency Framework for Trainers](#)

Learning Objectives

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

Learning objectives must clearly articulate what engaged learners will be able to do at the conclusion of the course. Strong learning objectives:

- 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](#)
- Are measurable/can be observed
- Are clear and concise

Guidance and Helpful 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. 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.

Guiding Questions:

- How did you create an atmosphere through course design where every participant feels valued, respected, and has the same opportunities for learning as others?
- How did you embed content, activities, and examples that acknowledge and honor every participant?
- How did you 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?

Guidance and Helpful 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, and 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.)
- An estimated timeline (matching the total course content hours) for each section of training including break times.



Complete and UPLOAD the course outline in Develop:

- [Outline of Training](#)
 - If a course will be presented in multiple sessions, a separate outline for each session must be uploaded for approval.

Guidance and Helpful Resources:

- [Preparing a Dynamic Lesson Plan](#)

Assessment of Learning	<p>The assessment of learning should connect directly to the learning objectives and activities within the course.</p> <p>Determine how to connect these elements. For example:</p> <ul style="list-style-type: none"> • Small group to large group • Video to self-reflection • Pre/post quizzes, etc. <p>Consider the following:</p> <ul style="list-style-type: none"> • How will you measure transfer of learning? • How will learners show they can apply what they learned to their practice? <p>Be specific in your assessments and make sure:</p> <ul style="list-style-type: none"> • They are observable and measure participant learning and understanding. • They specifically measure each Learning Objective you previously listed. • There are as many assessments items as objectives – at least one item must assess each outcome. <p>Guidance and Helpful Resources:</p> <ul style="list-style-type: none"> • Lesson Plan Series: Assessment and Follow-Up
Materials List	<p>List the materials and resources that an instructor and participants will need during the Course.</p> <p>Material Examples: Electronic slides/presentations, internet connection speed, hardware capacity, software, jump drive, MN Rule and statutes, ECIPS, projector, screen, speakers, flip chart, blank paper, handouts, writing utensils, etc.</p>
Participant Support Accommodations	<p>List any classroom learning supports you are providing for participants. Ideas include participant guides provided in advance, reflection time in class, homework assignments provided in writing or by email, online bulletin board, chatroom access, online poll, online support staff during training event etc.</p> <p>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. Consider the following: Do you have an accommodation request process? Are there specific software requirements needed to utilize the learning platform? Will you provide transcripts to participants? Etc</p>
References and Works Cited	<p>Provide a list of research and resources used to develop the Course. Use APA style format. You can find information on APA style format here:</p> <ul style="list-style-type: none"> • APA Style Introduction • APA Citation Generator <p>Major resources used must include a publish date no longer than seven years from the date of your course submission, unless the resource is a historical or foundational reference (e.g., Attachment Theory by John Bowlby, Piaget’s Theory of Cognitive Development).</p>

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 participants for whom your course was created.

Ages Addressed

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

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 specific course. Note that you can only select courses that have already been identified with a Training of Trainers (TOT) qualification.

- Other Criteria for trainers to be authorized to teach this course.
 - If restricting content to Authorized Trainers (see section below), add information to align the acceptable trainer types based on your course level and KCF selections. For example:
 - Trainer type level must align with the course level and KCF area(s) assigned to this course to be accepted as an Authorized Trainer on this content and gain access for the purpose of scheduling approved Training Events.

Authorized Trainers

Selecting “Yes” will 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.

Guidance and Helpful Resources:

- [How Do I? Develop Guides](#)

Child Care Aware Training Scheduler

Select the option that best fits your needs.

Submit for Approval

Review the course details, terms and conditions and select I agree to the terms and conditions for Course Approval.

Click Submit for Approval

- Course details are reviewed by Achieve for approval in the order they are received. This process may take up to six weeks or longer if additional revisions are required. Upon review, you will be notified via email of full course approval or of revisions required and provided a list of revisions to make before approval.

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



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



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