







Course Approval Requirements

Achieve supports the MN Early Childhood Care and Education Workforce by ensuring access to quality professional development learning and training opportunities. Course proposals submitted for approval must meet the standards outlined on this page. Below is a guide to prepare you for your Develop course application and to help minimize the potential need for resubmission of your course. For additional support please review our [Interactive Course Approval & Event Submission Guide](#) online.

Section	Requirements	Example
<p>COURSE TITLE:</p>	<p>Titles must:</p> <ul style="list-style-type: none"> ✓ Be short and clear. ✓ Have correct capitalization and punctuation. <ul style="list-style-type: none"> ○ Capitalize the first letter of each word. ✓ Match the content of the course. 	<p>Achieve A Successful Course Submission</p>
<p>LEVEL OF TRAINING: Course levels are assigned using the Minnesota’s Knowledge and Competency Framework.</p>	<ul style="list-style-type: none"> ▪ Level 1: Explores – Participants at this level are relatively new to the field of early childhood or new to an early childhood concept. ▪ Level 2: Implements – Participants at this level know what to expect of children at various stages of development and how to promote and engage children in learning. They are beginning to focus on the needs of individual children. ▪ Level 3: Designs and Leads – Participants at this level are highly involved in professional decision making, they design learning environments and experiences. <p>*Refer to Minnesota’s Knowledge and Competency Framework.</p>	
<p>DESCRIPTION: Participants need to know what the course is about in a short, content-filled way. This will help them identify their own needs and select Approved Events that will expand their knowledge and skills.</p>	<p>Course descriptions must:</p> <ul style="list-style-type: none"> ✓ Focus on content. Do NOT: <ul style="list-style-type: none"> ○ Ask questions or repeat the title. ○ Use the description for marketing purposes. ○ Include poetic or playful phrases. ✓ Include if the course is offered online (if applicable). ✓ Name the curriculum owner (if applicable). ✓ Be clear, easy-to-read, grammatically correct. Use proper capitalization, punctuation, and sentence structure. ✓ Inform the participant of the subject matter and correspond with the chosen KCF. ✓ Be 30-100 words and begin with an action verb. <ul style="list-style-type: none"> ○ Examples are: Explore, Examine, Gain, Learn, Develop, etc. ✓ Be written in the present tense. <ul style="list-style-type: none"> ○ Incorrect: In this course, you will learn the fundamentals of child development. ○ Correct: Learn the fundamentals of child development. ✓ Include how the participant would benefit from taking the course. <ul style="list-style-type: none"> ○ For example: Consider the question, “What’s in it for them?” 	<p>Discover the guidelines for successfully creating and submitting a course for approval by Achieve. Break down the online submission form and explore the acceptable criteria necessary for completing each field. Learn how to upload outline forms and other course documents. Understand the importance of clear and consistent course information for the benefit of practitioners. Identify course proposal timelines for approval, how to complete revisions and resubmit the course.</p>

INTELLECTUAL PROPERTY OWNER:	<p>Who came up with the course content? Was this course developed by someone else?</p> <ul style="list-style-type: none"> ▪ 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, the publisher name must be listed with this selection. ▪ Other: none of the above circumstances fit, please describe how this course was developed.
HOURS:	All course submissions must be submitted for 2 or more hours .
KNOWLEDGE AND COMPETENCY FRAMEWORK (KCF):	<p><i>*See chart below. Selection(s) must: * Download KCF versions on the MN Department of Education website</i></p> <ul style="list-style-type: none"> ✓ match the course description, objectives, outline and content. ✓ meet the 2 hour minimum per selected KCF area(s). For example: <ul style="list-style-type: none"> ○ 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

KCF Content Area	Core Competency (OLD)	CDA Content Area
 I: Child Development and Learning	I: Child Growth & Development	8: Principles of Child Development and Learning
 II.A: Creating Positive Learning Experiences	Ila: Creating the Learning Environment	2: Steps to advance children’s physical and intellectual development
 II.B: Promoting Cognitive Development	Ilc: Language and Literacy Ild: Cognitive Development	2: Steps to advance children’s physical and intellectual development
 II.C: Promoting Social and Emotional Development	Ile: Personal and Social Development IV: Interactions with Children	3: Positive ways to support children’s social and emotional development
 II.D: Promoting Physical Development	Ilb: Physical Development	2: Steps to advance children’s physical and intellectual development
 II.E: Promoting Creative Development	Ilf: Creativity and the Arts	2: Steps to advance children’s physical and intellectual development
 III: Relationships with Families	V: Families and Communities	4: Strategies to establish productive relationships with families
 IV.A: Observing, Recording and Assessing Development	III: Assessment and Planning for Individual Needs	7: Observing and recording children’s behavior
 IV.B: Assessing and Using Information to Plan	III: Assessment and Planning for Individual Needs	7: Observing and recording children’s behavior
 IV.C: Assessing and Using Information to Enhance and Maintain Program Quality	VII: Program Planning and Evaluation	5: Strategies to manage effective program operation

 V: Historical and Contemporary Development of Early Childhood Education	N/A	6: Maintaining a commitment to professionalism
 VI: Professionalism	VIII: Professional Development and Leadership	6: Maintaining a commitment to professionalism
 VII.A: Establishing Healthy Practices	VI: Health, Safety and Nutrition	1: Planning a safe, healthy learning environment
 VII.B: Ensuring Safety	VI: Health, Safety and Nutrition	1: Planning a safe, healthy learning environment
 VII.C: Providing Healthy Nutrition	VI: Health, Safety and Nutrition	1: Planning a safe, healthy learning environment
 VIII: Application through Clinical Experiences	N/A	6: Maintaining a commitment to professionalism

PREREQUISITES	Please describe your audience. Point out the level of knowledge a participant should have to successfully complete your training.	This course is for Achieve approved trainers who have access to the online course submission application in Develop.
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LEARNING OBJECTIVES: *Refer to Assessments of Learning example for match-up. *Refer to Bloom Taxonomy: https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/ for additional ideas.	<p>A learning objective must:</p> <ul style="list-style-type: none"> ✓ Clearly state observable student behaviors that can be measured. ✓ Clearly express what the student will be able to do by the end of the training. ✓ Line up with the course description, content, and learning assessments. ✓ Use action verbs that are easy to observe and measure, such as: <ul style="list-style-type: none"> • analyze • apply • argue • assess • breakdown • calculate • clarify • classify • compare • construct • contrast • create • defend • define • demonstrate • describe • design • determine • differentiate • discriminate • discuss • distinguish • estimate • evaluate • explain • formulate • identify • illustrate • indicate • interpret • judge • label • list • name • order • organize • plan • predict • prepare • recall • recognize • reproduce • select • solve • support • translate • use <p>*Avoid using verbs that are difficult to observe and measure, such as:</p> <ul style="list-style-type: none"> • appreciate • be aware of • become acquainted with • comprehend • cover • familiarize • gain knowledge of • know • learn • realize • study • understand <ul style="list-style-type: none"> ✓ Be limited to no more than three objectives for every two hours of training. <ul style="list-style-type: none"> ○ 2-3 hours – up to three objectives ○ 4-5 hours – up to six objectives ○ 6-7 hours – up to nine objectives ○ 8-9 hours – up to twelve objectives 	<p>At the end of this training, participants will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the guidelines for submitting a successful course. ▪ Demonstrate how to adequately complete the online course submission form. ▪ Recognize the importance of clear and consistent course information and how it benefits participants.
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<p>DIVERSITY/ INCLUSION:</p>	<p>Let your potential participants know how you will create <i>inclusion</i>. The statement should NOT just focus on race, religion, sex, age; but focus on the uniqueness of every individual, including cultural experiences, religious beliefs, slow learners and fast learners, introverts and extroverts, liberal and conservative, etc.</p> <p>Accepting and incorporating the uniqueness of others will lead to successful learning. Use the following guiding questions to create your statement.</p> <ul style="list-style-type: none"> ✓ How will you create a training atmosphere where every participant feels valued, respected and has the same opportunities for learning as others? ✓ How will you as a trainer embrace the uniqueness of every participant? ✓ How will you actively be inclusive during the training? ✓ How will you guide your participants to be inclusive of all backgrounds and cultures? 	<p>I offer a learning environment that is supportive of all participants. Both weaknesses and strengths are joined together to build knowledge. The course activities and discussions ensure that each participant has the same opportunities to learn as the person sitting next to them. As an Achieve Approved Trainer, I'm aware that learning abilities, personalities, perspectives, career and life experiences, determination and maturity will vary between participants. These variances are built into my course content and offer several advantages for the class. By participating in this inclusive training, participants will develop skills that support their work with children of different abilities. Participants will also recognize how to value various cultural groups while working with children and families.</p>
<p>OUTLINE OF TRAINING CONTENT:</p>	<p>Include:</p> <ul style="list-style-type: none"> ✓ A brief description. ✓ The content of training. ✓ The method of delivery. ✓ An estimated timeline (matching the total course hours) for each section of training. <p>Complete and UPLOAD at least one of the following:</p> <ul style="list-style-type: none"> ✓ Outline of training – the template is available on our website: http://mncpd.org/wp-content/uploads/2016/12/Outline_of_Training_Content.pdf ✓ A detailed syllabus. ✓ Course plan. <p><i>*If a course will be presented in multiple sessions, a separate outline for each session must be included for approval.</i></p>	
<p>TRAINING ACTIVITY:</p>	<p>Describe at least one training activity your participants will be involved in. Explain how the activity will support the learning objectives listed. Please include:</p>	

	<ul style="list-style-type: none"> ✓ An example of at least one activity you will use during the training. ✓ A detailed overview of how: <ul style="list-style-type: none"> ○ The participant will participate. ○ The activity addresses the objective. ○ The activity will be assessed. 	
<p>ASSESSMENT OF LEARNING:</p> <p><i>*Refer to Learning Objectives example for match-up.</i></p>	<p>The assessment of learning must:</p> <ul style="list-style-type: none"> ✓ Be specific, observable and measure participant learning and understanding. ✓ Specifically measure each Learning Objective(s) you previously listed. There should be as many assessments as objectives – one to assess each outcome. 	<p>To assess learning of the course objectives, participants will:</p> <ul style="list-style-type: none"> ▪ List three guidelines for successful course submissions. ▪ Prepare a course for approval using a sample template provided in class. ▪ Describe three points that support the importance of submitting clear and consistent course information.
<p>TRAINING MATERIALS LIST:</p>	<p>Name the materials and resources that you and your participants will use during the Training Event.</p>	<p>PowerPoint, projector, screen, flip chart, handouts, writing utensils, etc.</p>
<p>REFERENCES: List research resources you used to create your course proposal.</p>	<p>Resources listed must be:</p> <ul style="list-style-type: none"> ✓ In APA style format. <ul style="list-style-type: none"> ○ You can find information on APA style format here: https://owl.english.purdue.edu/owl/resource/560/01/ or http://www.library.kent.edu/files/APACheatSheet.pdf ○ or auto generate a citation here: http://www.bibme.org/apa ✓ Based on current research, best practices and major resources published within the last 5-7 years. *At least one resource must be dated within this timeframe. 	