

# Resources for Writing Courses

## Course Submission Support for Achieve

### **COURSE TITLE: Acceptable titles must:**

- be brief and clearly stated
- include proper capitalization and punctuation, please capitalize the first letter of each word
- directly address the topic covered in the training

### **DESCRIPTION: Acceptable course descriptions must:**

- specifically indicate if the course is offered online
- be clear, concise, easy-to-read and grammatically correct using proper capitalization, punctuation and sentence structure
- be 30-100 words and begin with an action verb
- Examples are: Explore, Examine, Gain, Learn, Develop, etc.
- include how the participant would benefit from taking the course
  - o For example: Consider the question, “What’s in it for them?”
- Be written in the present tense
  - o For example:
    - Incorrect: In this course, you will learn the fundamentals of child development.
    - Correct: Learn the fundamentals of child development.
- Refrain from posing questions or repeating the exact title of the course

*Description example:* Identify the guidelines for successfully creating and submitting a course for approval by MNCPD. Breakdown the online submission form and explore the acceptable criteria necessary for completing each field, including how to upload outline forms and other documents. Understand the importance of clear and consistent course information for the benefit of practitioners by identifying course proposal timelines for approval and how to complete revisions to promote efficient course approval.

**LEVEL OF TRAINING:** Courses are reviewed while keeping the new Minnesota’s Knowledge and Competency Framework in mind. With the new framework, course levels are determined differently:

**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.

*\*For your reference Minnesota’s Knowledge and Competency Framework may be reviewed here:*  
<http://education.state.mn.us/MDE/EdExc/EarlyChildRes/>



**Hours Requirement:** All submitted courses must meet the minimum of 2 face-to-face hours for approval. \*Except in cases where the training relates to licensure requirements.

**KNOWLEDGE AND COMPETENCY FRAMEWORK (KCF): \*See chart below. Selections must:**

- ✓ match the course description, objectives, outline and content
- ✓ meet the 2 hour minimum per selected KCF area(s). For example:
  - 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

*Download KCF versions on the MN Department of Education website*

KCF Content Area	Core Competency (OLD)	CDA Content Area
 <b>I: Child Development and Learning</b>	<b>I:</b> Child Growth & Development	<b>8:</b> Principles of Child Development and Learning
 <b>II.A: Creating Positive Learning Experiences</b>	<b>IIa:</b> Creating the Learning Environment	<b>2:</b> Steps to advance children’s physical and intellectual development
 <b>II.B: Promoting Cognitive Development</b>	<b>IIc:</b> Language and Literacy <b>IIId:</b> Cognitive Development	<b>2:</b> Steps to advance children’s physical and intellectual development
 <b>II.C: Promoting Social and Emotional Development</b>	<b>IIe:</b> Personal and Social Development <b>IV:</b> Interactions with Children	<b>3:</b> Positive ways to support children’s social and emotional development
 <b>II.D: Promoting Physical Development</b>	<b>IIb:</b> Physical Development	<b>2:</b> Steps to advance children’s physical and intellectual development
 <b>II.E: Promoting Creative Development</b>	<b>IIf:</b> Creativity and the Arts	<b>2:</b> Steps to advance children’s physical and intellectual development
 <b>III: Relationships with Families</b>	<b>V:</b> Families and Communities	<b>4:</b> Strategies to establish productive relationships with families
 <b>IV.A: Observing, Recording and Assessing Development</b>	<b>III:</b> Assessment and Planning for Individual Needs	<b>7:</b> Observing and recording children’s behavior
 <b>IV.B: Assessing and Using Information to Plan</b>	<b>III:</b> Assessment and Planning for Individual Needs	<b>7:</b> Observing and recording children’s behavior
 <b>IV.C: Assessing and Using Information to Enhance and Maintain Program Quality</b>	<b>VII:</b> Program Planning and Evaluation	<b>5:</b> Strategies to manage effective program operation
 <b>V: Historical and Contemporary Development of Early Childhood Education</b>	<b>N/A</b>	<b>6:</b> Maintaining a commitment to professionalism
 <b>VI: Professionalism</b>	<b>VIII:</b> Professional Development and Leadership	<b>6:</b> Maintaining a commitment to professionalism
 <b>VII.A: Establishing Healthy Practices</b>	<b>VI: Health, Safety and Nutrition</b>	<b>1: Planning a safe, healthy learning environment</b>
 <b>VII.B: Ensuring Safety</b>	<b>VI: Health, Safety and Nutrition</b>	<b>1: Planning a safe, healthy learning environment</b>

 VII.C: Providing Healthy Nutrition	VI: Health, Safety and Nutrition	1: Planning a safe, healthy learning environment
 VIII: Application through Clinical Experiences	N/A	N/A

**CHILD DEVELOPMENT ASSOCIATE (CDA) CONTENT AREA:** Select the matching CDA(s) for your selected Knowledge and Competency Framework selection(s).

\*Please note that courses will need to follow Minnesota’s Knowledge and Competency Framework beginning July 1<sup>st</sup>, 2016. For more information about this change please review:

<http://education.state.mn.us/MDE/EdExc/EarlyChildRes/>

**TARGET AUDIENCE:** No Revisions Needed

**AGES ADDRESSED** Please select Adults

**APPLIES TOWARD:** Ensure your selections match the Core Competencies selected.

**PREREQUISITES:** Please describe your audience. Include the level of knowledge necessary to for a participant to determine if they qualify to participate in this course.

**LEARNING OBJECTIVES: A learning objective must: \*Please remove “her” and replace with “the”**

- be a statement that clearly expresses what the student **will be able to do** upon course completion and must align with the course description, content and learning assessments.
  - o For Example: Participants will be able to:
    - Identify the guidelines for submitting a successful course.
    - Demonstrate how to adequately complete the online course submission form.
    - Discover how the importance of clear and consistent course information benefits participants.
- be observable, measurable, and achievable.
- identify the skills a participant will demonstrate in order for the presenter to determine a successful training.
- Be limited to no more than three objectives for every two hours of training.
  - o **2-3 hours** – one to three objectives
  - o **4-5 hours** – three to five objectives
  - o **6-7 hours** – five to seven objectives
  - o **8-9 hours** – seven to nine objectives

\*Below are some suggested verbs to use when writing learning objectives that describe observable and measurable behaviors. These examples of concrete verbs will help keep your objectives clear and concise: *abstract, acquire, adjust, agree, analyze, apply, appraise, argue, assess, avoid, breakdown, build, calculate, carry out, catalog, clarify, classify, combine, compare, compute, conclude, construct, contrast, convert, cooperate, create, criticize, defend, define, demonstrate, derive, describe, design, detect, determine, differentiate, discover, discriminate, discuss, dissect, distinguish, employ, estimate, evaluate, examine, explain, explore, formulate, generalize, help, identify, illustrate, implement, indicate, inspect, instruct, integrate, interpret, investigate, join, judge, justify, label, list, master, measure, move, name, observe, offer, operate, order, organize, participate, perform, plan, praise, predict, prepare,*

produce, propose, rank, recall, recognize, relate, repair, represent, reproduce, research, restate, resolve, select, sequence, solve, specify, state, summarize, support, systematize, taste, test, theorize, transform, translate, use, utilize, verify, weigh, write, etc.

\*Avoid using the following verbs, as they are difficult to observe and measure: *appreciate, cover, realize, be aware of, familiarize, study, become acquainted with, gain knowledge of, understand, comprehend, know, learn...*

\*Refer to Bloom Taxonomy: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/> for additional ideas.

**DIVERSITY/INCLUSION:** The course submission must address how the trainer will value and recognize the prior knowledge of participants from different cultural groups, as well as how the trainer will support the participants with different abilities and learning styles. MNCPD approved courses must address Diversity in three ways. Please use the questions below to create an acceptable submission:

- How will you the presenter, relate this course to promote the importance of culture and differences in ability, for children’s development and their cultural experiences?
- How will you ensure that your participants are able to use the course content while working with children with special needs?
- How will you incorporate the many learning styles and different cultures of your participants while being supportive and respectful of all backgrounds and views?

**OUTLINE OF TRAINING CONTENT:** The document you upload must reflect the course information submitted on course submission form. The outline must include a description for each section of training, the training content, method of delivery and an estimated timeline for each section.

Please complete and UPLOAD at least one of the following:

- Outline of training – the template is available on our website: [http://mncpd.org/Portals/1/Resource/Training\\_Approval/Outline\\_of\\_Training\\_Content.pdf](http://mncpd.org/Portals/1/Resource/Training_Approval/Outline_of_Training_Content.pdf)
- A detailed syllabus
- Course plan

*\*If a course will be presented in multiple sessions, a separate outline for each session must be included for approval.*

**TRAINING ACTIVITY:** Describe the main training activities your participants will be involved in and expand on how these activities will reflect and support your learning objectives. Please include:

- Examples of an activities you will use during the training
- A detailed overview of how:
  - o the participant will participate
  - o the activity addresses the objective
  - o the activity will be assessed

**ASSESSMENT OF LEARNING:** The assessments must:

- represent the skills that participants can expect to demonstrate after completing the training.
- be specific, observable and measurable.
- directly measure each Learning Objective(s) you previously listed.
  - For example, after this training is completed participants will be able to:
    - list three guidelines for successful course submission
    - 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 utilizing MNCPD's course submission application

**TRAINING MATERIALS LIST:** List the materials and resources that you and your participants will use throughout the course (e.g. PowerPoint, projector, screen, flip chart, handouts, writing utensils, etc.)

**TRAINING EVALUATION:** Please upload a copy of the evaluation form that collects feedback about the training of your course.

**MAJOR RESOURCES USED:** ALL resources listed must be:

- in APA style format.
  - 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.

# Action Words for Integrated Standards and Competencies in the KCF

Level 1-Assists	Level 2 - Implements	Level 3 –Designs and Leads
ask assist collect count define demonstrate describe duplicate employ encourages follows helps interacts label list locate match name observe participates practice produce recognize record report respond retell select shares state tell	act administer anticipate articulate associate choose communicate complete critique determine discuss engages establish express facilitate give examples guides identifies illustrate implement inquire interpret models modify plans prepare promotes provides reflect relate research review revise schedule show solve summarize teach utilizes write	adapt advocate analyze assess builds coach collaborate compare conclude construct contribute convince create defend design develop distinguish draft evaluate experiment explain focus formulate invent manage mentor order organize point out prioritize produce propose question recommend reframe select train

## Resources

**Blooms Taxonomy to write Learning objectives:** <https://tips.uark.edu/using-blooms-taxonomy/>

**Course design from U of Chicago:** <http://teaching.uchicago.edu/key-topics-on-teaching/course-design/>

**Achieve Activities:** [http://mncpd.org/wp-content/uploads/2016/12/Outline\\_of\\_Training\\_Content.pdf](http://mncpd.org/wp-content/uploads/2016/12/Outline_of_Training_Content.pdf)

**Teaching the Art of Training** Adult Learning Module 4: Developing Quality Training  
COURSE ID: 161440

<https://www.mtecp.org/pdfs/Issue%2018%20Developing%20Meaningful%20Learning%20Goals.pdf>

<https://www.mtecp.org/pdfs/Issue5%20Active%20Learning.pdf>

Favorites: <http://www.managetrainlearn.com/page/businessballs>

<https://www.mncpd.org/resources/course-approval-guide/#training-event>