

July 2023

Course Submission Guide

Creating a course for review is the first step to complete to have your training approved and listed on the Growing Futures on-line Training Calendar. Once the course is approved, events will need to be submitted.

NOTE: Training must be submitted for approval by a registered Organization that is designated as a training sponsor. Any organization that meets the terms and agreements can become a training sponsor. Independent trainers who wish to deliver approved training must create a business Organization account and request to be a training sponsor before submitting training for approval. **Go to www.ndgrowingfutures.org to create an individual trainer account or organization account.**

Course Levels

The first step in submitting a course for approval is determining the level of the course. There are three levels, however, the Growing Futures Registry pre-approves only Level 1 and Level 2 courses.

Level 1 Basic Licensing	<p>Basic information on a topic specific to caring for young children in licensed and regulated early childhood settings. Level 1 courses are approved 3 years.</p> <ul style="list-style-type: none"> • Clock hours are awarded for <i>attendance</i>. • Level 1 courses must be at least one (1) hour in length, must align with one (1) primary Core Competency, and must directly support ND HHS childcare licensing requirements. • Trainers who deliver Level 1 courses are not required to be pre-approved or to have an account with the Registry.
Level 2 Professional Training	<p>Professional training is competency based, focused on performance toward benchmarks and standards of quality Early Childhood practice. Level 2 courses can be renewed.</p> <ul style="list-style-type: none"> • Clock hours are awarded for <i>achievement and application</i> of skills to meet competencies. Therefore, Level 2 courses require competency-based assessment before clock hours are awarded. Assessment may include observation with scoring tool, demonstrations, case studies, projects, presentations, video/audio tapes, exams. • Level 2 courses must be at least 2 hours in length, align with one (1) or more Core Competency Areas and by the National Association for the Education of Young Children (NAEYC) "Power to the Profession" guidelines. • Trainers who deliver Level 2 courses must be approved (status must be "current") as an Early Childhood Instructor or Content Specialist with the Registry.
Level 3 For-Credit	<p>Level 3 courses are formal credits from an accredited higher education institution.</p> <ul style="list-style-type: none"> • Level 3 courses are approved after the fact for individual learners via official transcript sent directly to the Registry from the issuing institution. • Level 3 courses may apply toward an Early Childhood or related degree or teaching license, advancement on the Career Pathways, and participation in Bright & Early, as well as childcare licensing requirements if the course(s) was completed in the individual's current licensing year. • Instructors are employees of the higher education institution where they teach and may or may not be Growing Futures approved trainers.

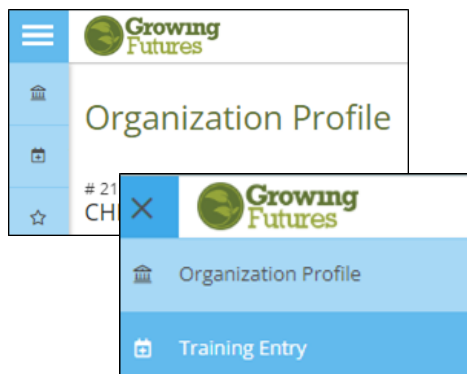
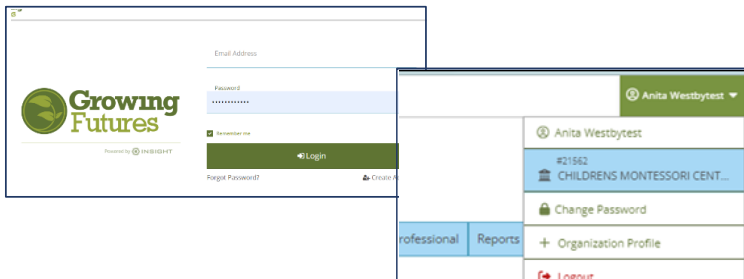
Find tools and templates to create and submit courses at <https://www.ndgrowingfutures.org/training-sponsors>

Submit a New Course – Levels 1 and 2

Follow these steps to submit a course for review:

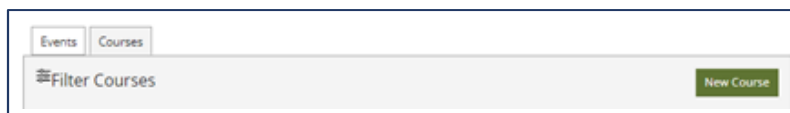
Go to www.ndgrowingfutures.org and click on “Login” in the search bar at the top of the page

Log in to your individual account and then link over to the organization account using the drop-down menu below your name at the top right.



Once in the organization account, use the left side blue menu to find “Training Entry”.
On the Training Entry screen, select Courses.

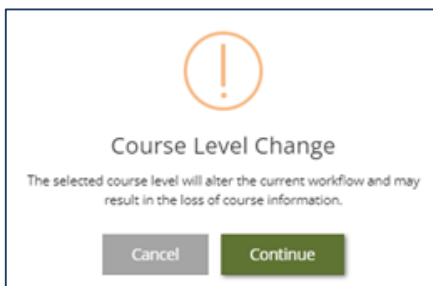
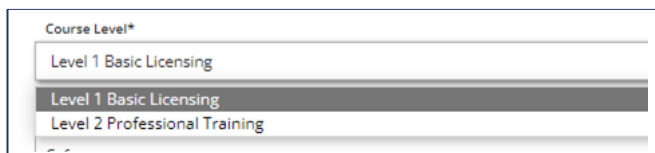
Then, click “New Course.”



COURSE INFORMATION TAB

The course entry form will open with 5 tabs across the top and the Course Level field defaults to Level 1 Basic Licensing.

If submitting a Level 1 course, do not change the course level.



If submitting a Level 2 course, click the drop-down arrow in the course level field and select “Level 2 Professional Training.” A pop-up warning that changing the course level will change the workflow appears. Click “Continue.”

The Level 2 approval request form will appear.

See Level 2 - Additional Submission Requirements following the Level 1 submission, beginning on page 6.

TIP: If the approval request is incomplete, it will be returned for revisions. This will delay the approval process. Gather all the information needed to complete the form before starting. Information can be written in a Word document and then pasted into the course form. **COURSES MUST BE SUBMITTED FOR APPROVAL AT LEAST SIX (6) WEEKS PRIOR TO THE DELIVERY DATE.**

Title and Description

For both Level 1 and Level 2 courses, provide a **course title and description**. This information will appear on the on-line Training Calendar *exactly* as entered. Save and Continue.

NOTE: Registry staff does not edit the course entry for errors.

The screenshot shows a form with the following fields: Title* (text input), Course Type* (dropdown menu with 'Approved Clock Hours' selected), Course Level* (dropdown menu with 'Level 1 Basic Licensing' selected), and Description* (text area). A note at the bottom reads: 'Please provide a course description. (This description will be made public.)'

COURSE CONTENT TAB

The screenshot shows the 'Content' tab of a course entry. It displays course information: Course ID 113519, Training, Entered By 6/16/2019 9:52 PM, Trainer B, 220 SPRING ST, CAMPBELLSPORT, WI 53010-2747. Below this is a dropdown menu for 'Course Category*' with options: -- Make Selection --, -- Make Selection --, Infant, Early Childhood, Elementary Education K-G3, Youth Development, Business, and Elementary Education G4-6.

Course Category

For both Level 1 and level 2 courses, select a Course Category. The category determines how the course appears on participants' CDA reports (from the Registry). It may also affect how participants can use the course for their professional development.

Select the Course Category that best matches the content that will be covered in the course. When in doubt, select "Early Childhood."

Infants: Children 0-35 months of age (includes toddlers)

Early Childhood: Children ages 36 months through 5 years of age

Elementary Education K-G3: Children ages 6-8 years of age

Youth Development: Not tracked by Growing Futures. Do not select.

Business: Business aspects of operating an early care or education program.

Elementary Education G4-6: Children ages 9-12 years of age.

Classroom Hours

Enter the clock hours for the course. Approval is for instructional time only. Time spent in self-study, doing assignments, and so on cannot be approved.

The screenshot shows a dropdown menu for 'Course Category*' with 'Early Childhood' selected. Below it is a text input field for 'Classroom Hours*' with '2.00' entered. A red arrow points to the '2.00' value.

Core Competency Area

In North Dakota, the *Core Competencies for Early Childhood Education and Care Practitioners* identify eight (8) Core Competency Areas. All approved training must support at least one Core Competency Area. Please visit the ND HHS website to understand the competencies and how to select the appropriate competencies for the course:

<https://www.hhs.nd.gov/cfs/publications-children-and-family-services> See Handbooks

The Core Competencies impact how participants can use the course for their own professional development.

For Level 1 courses, only one Core Competency Area can be selected. The corresponding CDA Subject Area will automatically fill. This is to ensure that the clock hours appear correctly on Learning Records for those attendees working toward the education requirements of the national CDA Credentialing process.

The screenshot shows two dropdown menus: 'Core Competency Area*' and 'CDA Subject Area*'. Below the second dropdown is a note: 'Hours by CDA Subject Areas are required and must add up to the total hours for this session if they are not automatically calculated by Core Competency Areas.' At the bottom right are buttons for 'Previous', 'Save', and 'Save And Continue'.

Core Competency Areas*

Assessment And Planning For Individual Needs	Hours
Child Growth And Development	Hours
Families And Communities	Hours
Health, Safety, and Nutrition	Hours
Interactions With Children	Hours
Learning Environments And Curriculum	Hours
Professional Development And Leadership	Hours
Principles of Child Development	Hours
Program Planning And Evaluation	Hours
Total	0.00
Remaining	0.00

A Level 2 course can have the clock hours divided over several Core Competency Areas. A minimum of 30-minutes must be assigned to each Core Competency Area selected. The total number of minutes assigned to the selected Core Competency Areas must equal the total clock hours requested for the course.

The corresponding CDA Subject Areas will automatically fill.

Save and Continue

INSTRUCTIONAL PLAN TAB

Learning Objectives

Learning Objectives*

List any measurable objectives related to the content area(s) you have selected as the focus of this training. Describe what participants should be able to do as a result of having taken this training.

> Uploaded Documents

Learning objectives are the most important part of the course. Learning objectives are about observable outcomes based on key performance indicators that can be assessed. They are clear and specific statements that define the **measurable goals learners will achieve at the end of the course**. **Note:** Do not use words such as know or understand as it cannot be observed what someone knows in their head.

See page 9 and <https://www.ndgrowingfutures.org/training-sponsors> for information on writing objectives. Courses submitted with insufficient learning objectives will be returned for revision.

Assessment of Learning Objectives

Assessment of Learning Objectives*

How will you evaluate what participants have gained from your session? Please provide an example that relates to your learning objectives.

> Uploaded Documents

The assessment method is the second most important part of the course. Assessment shows if the attendees learned and can apply the content the course presented. The assessment needs to show that the attendees are able to consistently apply the knowledge and skill they gained by attending the course to the standards of performance required in the workplace.

How will the attendees' performance be measured? For Level 1 courses enter at least one assessment of the learning objectives.

For Level 2 courses, upload the course assessment as well as the rubric used to score/evaluate the assessment. See page 7.

ADDITIONAL DETAILS TAB

Target Audience and Ages Addressed

The next step is to identify the target audience and the age groups that will be addressed in the course.

Check all applicable audiences.

Check the age groups that correspond to the Course Category selected previously. For example, if "Infant" was selected as the Course Category (children ages 0-35 months), then select "infants" and/or "toddlers" as the ages addressed.

Save and Continue.

Target Audience

Administrators

Directors

Center Staff

Family/Group

Head Start

Consultants

Trainers

Ages Addressed

Infants (0-17 months)

Toddler (18-35 months)

Three Year Olds (starting at 36 months)

Four Year Olds (starting at 48 months)

Five Year Olds (starting at 60 months)

Elementary (6 - 12 years)

Middle (6th - 8th grade)

Secondary (High School)

Adults

SUBMIT FOR APPROVAL TAB

To submit a Level 1 course: This tab shows the details that were entered. Check it over to be sure it's correct. The course can still be edited by selecting Previous at the bottom of the page.

The screenshot shows the 'Course Details' page. At the top right is a 'Save And Exit' button. Below it is a horizontal navigation bar with five tabs: 'Course Information', 'Course Content', 'Instructional Plan', 'Additional Details', and 'Submit for Approval'. The 'Submit for Approval' tab is highlighted in green. Below the navigation bar, the course ID '120803' and the course title 'Safety' are displayed.

The screenshot shows the 'Terms and Conditions' section. It includes a heading 'Terms and Conditions' and a sub-heading '1. Acceptance of Terms'. The text states: 'The Growing Futures Registry provides this Course Approval Process to you subject to the following Terms of Service (TOS). In order to use this online service, you must agree to the TOS. We may amend these terms at any time by posting the amended terms on this site.' Below this is a sub-heading '2. Acceptable Use' with the text: 'You agree not to use this Course Submission module to:'.

Read the “Terms and Conditions” and check that you agree to follow the terms.

The screenshot shows the 'Disclaimer of Warranties' section. It includes a sub-heading '3. Disclaimer of Warranties' and the text: 'You expressly understand and agree that this service is provided “as is” and without any warranty or condition, express or implied, including, but not limited to implied warranties of merchantability, fitness for a particular purpose and non-infringement.' Below this is a checkbox labeled 'I agree to the terms and conditions for Course Approval', which is checked. At the bottom right are two buttons: 'Previous' and 'Submit for Approval'.

Finally, click “Submit for Approval” at the bottom of the page. The person listed as the contact for the organization account will receive an email once Registry staff have reviewed the submission, with the next steps to take to schedule the course.

Level 2 – Additional Submission Requirements

The Level 2 training approval request form includes additional information under the Instructional Plan tab plus a tab for Authorized Trainers.

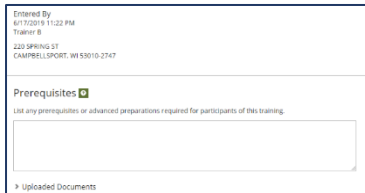
On each tab, complete information must be provided along with any required documents. **Incomplete Level 2 approval requests will be returned for revision.**



Find tools and templates to create and submit courses at <https://www.ndgrowingfutures.org/training-sponsors>

INSTRUCTIONAL PLAN TAB

Prerequisites



Most Level 2 courses do not have prerequisites. However, if the course does require that learners have completed another course before they can register for this course, list that information here. If there are no prerequisites, type "None Required".

Learning Objectives



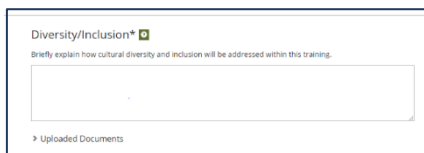
Learning objectives are the most important part of the course. They are clear and specific statements that define the **measurable goals learners will achieve at the end of the course.**

Learning objectives are about observable outcomes based on key performance indicators that can be assessed using a scorecard or rubric.

Level 2 course are targeted to produce results and the ultimate result is a more competent, proficient, and effective early childhood workforce that knows and performs to quality standards. Think of Level 2 courses as performance training – preparing people to perform to the level of competence expected on the job in a quality childcare program. With that in mind, make sure the learning objectives will actually result in increased performance that can be evaluated against defined performance criteria.


See page 9 and <https://www.ndgrowingfutures.org/training-sponsors> for information on writing objectives. Courses submitted with insufficient learning objectives will be returned for revision.

Diversity and Inclusion



The early childhood workforce is diverse as are the children cared for in licensed childcare programs. The course must reflect the diversity of the field and prepare learners to provide care to children and their families that is developmentally and culturally appropriate and inclusive.

Outline of Training Content, Training Methods and Timeline

Outline of Training Content, Training Methods and Training Timeline* 

Does the content reflect and support the objectives? Briefly describe each section of the training, including the content, the methods to be used, and the estimated time to complete each section.

> Uploaded Documents

The content, methods, and timeline are the road map that explain how to achieve the learning objectives. Describe the content being covered, the methods used to cover the content (lecture, video, demonstration, etc.), and the timeline for the course. Make sure the learners understand why the content is important in early childhood, to children's development and well-being, and how it aligns with quality standards of practice. **TIP:** A Word or PDF document of the course outline may be uploaded.

Training Activities


Training Activity* 

Do the activities reflect and support the objectives? Give an example of an activity that will be used during the training.

> Uploaded Documents

Training activities should result in learners reaching the objective(s). If learners need to be able to correctly demonstrate a certain skill, then the activities they complete throughout the training should be preparing them to do just that. Give several examples of activities and show how they support the identified objectives.

Assessment of Learning Objectives

Assessment of Learning Objectives* 


How will you evaluate what participants have gained from your session? Please provide an example that relates to your learning objectives.

> Uploaded Documents

The assessment method(s) is the second most important part of the course. Assessment shows if the attendees learned and can apply the content. What will show that they are able to consistently apply the knowledge and skill they gained by attending the course to the standards of performance required in the workplace?

For Level 2 courses, upload the course assessment as well as the rubric used to score/evaluate the assessment. The rubric must be objective and replicable so that every learner is assessed using the same criteria. Rubrics also show learners the expected standard and the criteria that will be used to assess their performance, which allows them to better self-evaluate in preparation for assessment. The rubric must be clear, consistent, replicable (applied the same to every learner, every time), and reliable (actually measures progress toward the objective(s) in meaningful, progressive ways).

Training Materials List


Training Materials List* 

Provide a list of materials (flip chart, video, books, etc.) needed for the training.

> Uploaded Documents

The Registry has no role in setting up the training location or providing the supplies a trainer will need. Simply type "Not Applicable."

Training Evaluation


Training Evaluation* 

How will you collect and utilize feedback from your session? Please provide an example.

> Uploaded Documents

Training evaluation is not required for Level 2 courses but can be a useful tool to provide feedback on learners' perceptions of the course and trainer. A copy of the evaluation is optional. If no evaluation is uploaded, type "Not Applicable."

Major Resources Used to Develop Training

Major resources used to develop the training* 

Do the resources reflect current knowledge and support evidence-based practice, including diversity and inclusion? Provide dates, authors and sources.

> Uploaded Documents

[Previous](#) [Save](#) [Save And Continue](#)

List all resources used to develop the course content, activities, and assessment. Resources must be researched-based, from credible institutions and organizations, support and align with accepted industry best practices and quality standards and have been published within the past ten (10) years.

AUTHORIZED TRAINERS TAB

Course Entry

Course Information | Course Content | Instructional Plan | Additional Details | **Authorized Trainers** | Submit for Approval

Title*

Course Type*

Approved Clock Hours

Course Level*

Level 2 Professional Training

Description*

Cancel

The Authorized Trainers tab must be completed for a Level 2 course.

Level 2 training requires a pre-approved trainer who has a current Trainer account with the Registry.

Authorized Trainers*

This course is restricted to Authorized Trainers

No Yes

Selecting "Yes" requires a minimum of one trainer being added.

ID	Name	City	Status / Date
98422	B.Trainer	CAMPBELLSPORT, WI	Owner 6/17/2019

Add Trainer

On the Authorized Trainers page, click "Yes."

If a trainer is already approved to teach this course, their name will appear.

To add a new trainer, click "Add Trainer" in the upper right corner. The Add Trainer box will appear. Enter the name or Registry ID# of the trainer. The trainer must be currently approved by the Registry as either an Early Childhood Instructor or Content Specialist to pop up when their information is entered.

Add Trainer

Search by Trainer's Individual ID or Name

Search for trainers:

Search Cancel

Add Trainer

Search by Trainer's Individual ID or Name

Search for trainers:

Trainer B

Search Cancel

Registry ID	Name	City, State	Trainer Type
98422	Trainer B	CAMPBELLSPORT, WI	Content Specialist

If the person identified is currently approved to train, their name will appear for review. Check to make sure this is the correct person.

The Registry will review the course and the trainer's qualifications to teach the course. If the course is approved with the approved trainer(s), events can be scheduled at any time and will not need to go through the events approval process. If not, the course will be returned for revisions.

SUBMIT FOR APPROVAL TAB

To submit a Level 2 course: The next tab shows the details that were entered. Check it over to be sure it's correct. The course can still be edited by selecting Previous at the bottom of the page.

Terms and Conditions

1. Acceptance of Terms

The Growing Futures Registry provides this Course Approval Process to you subject to the following Terms of Service. The Growing Futures Registry, and all subsidiaries, affiliates, officers, agents, co-branders or other partners, and employees, harmless from any claim or demand, including reasonable attorneys' fees, made by any third party due to or arising out of information you submit, posts, training or make available through the Services, your use of our services, your connection to the services, your violation of the TOS, or your violation of any rights of another.

2. Acceptable Use

You agree not to:

3. Disclaimer of Warranties

You expressly understand and agree that this service is provided "as is" and without any warranty or condition, express or implied, including, but not limited to implied warranties of merchantability, fitness for a particular purpose and non-infringement.

I agree to the terms and conditions for Course Approval

Previous Submit for Approval

Read the "Terms and Conditions" and check that you agree to follow the terms.

Finally, click "Submit for Approval" at the bottom of the page.

Registry staff will review the course details and trainer qualifications to deliver the course content. Once the course and trainer have been approved, events may be scheduled for this course at any time within a 3 year period without going through the approval process again.

Course Details

Course Information | Course Content | Instructional Plan | Additional Details | Authorized Trainers | **Submit for Approval**

Course ID: 113521
asdkjaskdj

Entered: 6/17/2019 3:44 PM
Trainer B
Individual ID: 98422
Training@GrowingFutures.org
220 SPRING ST
CAMPBELLSPORT WI 53010-2747
Instructor: [Name Redacted]

Updated: 6/24/2019 11:33 AM
Trainer B
Course Expires: N/A

Description: sdrkjsdskjs

Hours/Credits/CEUs: 2.00 Hours
Applies Toward: General Course

Course Level: Level 2 Professional Training
Core Competency Areas: Assessment And Planning For Individual Needs (2 Hours)

Course Type: Approved Clock Hours
CDA Subject Areas: Supporting children's social and emotional development (2 Hours)

Course Category: Early Childhood
Target Audience: Family/Group

Delete Save

Writing Learning Objectives

Learning objectives must be replicable, meaning what participants learn and can do at the end of the training is the same despite different teaching methods or styles from one trainer to the other. If the objective is that participants will be able to demonstrate proper hand-washing procedures, then that is what participants should be able to do no matter who taught the course.

Begin the objectives with action verbs, such as: *demonstrate, illustrate, dramatize, interpret, operate, solve, use, contrast, differentiate, criticize, distinguish, examine, experiment, question, argue, defend, judge, select, support, value, and evaluate.*

Note: Do not use words such as *know or understand* as it cannot be observed what someone knows in their head.

Learning Objectives Checklist

- _____ Does the objective contain an action verb?
- _____ Can the objective be measured/assessed in a consistent, reliable way?
- _____ Does the objective address essential skills and competencies that are required for the early childhood workforce?
- _____ Does the outcome clearly state what a participant should be able to do at the completion of the course?
- _____ Is the objective consistent with licensing and professional standards?
- _____ Is the objective written in language that the target audience will understand?

Write objectives using the SMART format:

S – Specific: Learning objectives must be specific, meaning the result is defined by “who,” “what,” and “where” e.g. what the learner is required to do (performance), under what conditions it is to be done (conditions) and how well it is to be done (standards). Focus on one specific skill/knowledge area for each objective.

M – Measurable: Learning objectives also need to be measurable. You must be able to quantify and/or qualify the expected output from a learner. Ask yourself, “How will the skill be demonstrated?” and “How will I know if the learner has met the learning objective?”

A – Attainable: Learning objectives must be realistic given the set amount of time and resources. You cannot expect learners to capably demonstrate a complex skill given just an hour of training.

R – Relevant: Learning objectives need to define for learners why they are in the training and what they can get out of it. How will the skills and knowledge they are going to learn help them perform better at work or make their work more effective with children and families?

T – Time-bound: There is a saying that a goal without a deadline is just a dream, and the same also applies to creating learning objectives. For most Level 2 courses, the deadline to meet the objective is the end of the session although depending on the structure of the course, it could be a few days or even longer.

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