DISTANCE LEARNING

NEW YORK STATE | **Office of Children and Family Services**

New York State
Non-Credit Distance Learning
Course Criteria Guide

This document is provided under a contractual agreement between the

New York State Office of Children and Family Services
Division of Administration
Bureau of Training and Development

AND

Professional Development Program
Rockefeller College of Public Affairs & Policy
University at Albany
through
The Research Foundation for The State University of New York

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New York State
Non-Credit Distance Learning
Course Criteria Guide

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Preface

This *New York State Non-Credit Bearing Distance Learning Course Criteria Guide* is a reference tool for organizations to use when submitting non-credit bearing distance learning courses for New York State Office of Children and Family Services (OCFS) review and approval. Since credit-bearing courses are accredited by a recognized accrediting organization, only *non*-credit bearing online or correspondence courses are required to go through the review process to be considered for NYS child day care training hours.

This Guide outlines the review process and is designed to assist training organizations and developers. The criteria adopted promote quality distance learning opportunities for child day care providers in New York State (NYS). The review and approval process ensures individuals who complete distance learning courses in NYS can apply the training hours from such courses to the NYS biannual 30-hour regulatory training requirement for child care providers. Non-credit bearing distance learning courses must be approved by OCFS to qualify for Educational Incentive Program (EIP) scholarship funding, provided the training organization participates with EIP. (Training organizations that do *not* participate with EIP should email eip-to@albany.edu for more information about participating. Participation is not mandatory.)

The New York State Office of Children and Family Service (OCFS) has contracted with the Professional Development Program (PDP) to administer the distance learning review process. The process described in this Guide—including the course criteria—ensures a standard of quality in non-credit bearing distance learning course development that benefits NYS early childhood professionals. This process also provides an effective and efficient manner for reviewing distance learning coursework.

What Qualifies as Distance Learning?

Distance Learning is one way to obtain professional development. This training model includes online training as well as correspondence courses. Distance learning offers learners an opportunity to complete training at their own pace, at a convenient time, and without needing to commute to a training site.

For the purposes of reviewing Non-Credit Bearing Distance Learning courses, a Distance Learning professional development experience is defined as an asynchronous professional development program (paper or computer) accessed by the learner.

NOTE: Blended learning includes a live instructor component and should be treated as classroom training, since the learner's outcome is evaluated by the instructor, not exclusively by the online portion of the program.

Synchronous:
Includes instructor and learner interacting live at the same time

Asynchronous:
Without the presence of a live instructor

Blended (Hybrid) Learning:
Containing both synchronous and asynchronous components

The OCFS Division of Child Care Services (DCCS) *Policy Statement 15-5: Distance Learning* explains how distance learning courses may satisfy OCFS training requirements, including the potential for valid interaction between a content specialist and the learner. The potential for valid interaction means that the

learner must have the ability to contact an instructor or content specialist by phone, e-mail, chat, social media or in person to discuss training materials.

Courses must include some form of documentation (e.g., completion certificate) indicating successful course completion that child care providers can submit to OCFS.

The following topics are *not* eligible for Distance Learning approval:

- Medication Administration Training
- First Aid/CPR that does not include in person competency-based testing
- Health and Safety Training to meet NYS specific pre-service requirements

How to Use This Guide

This Guide is designed as a resource for training organizations and content designers, who should read this Guide thoroughly and refer to it during course development and submission.

Submission Process

Training organizations must submit non-credit bearing distance learning courses for review and approval, following the procedures outlined in this guide, before the courses can be included on the OCFS Non-Credit Bearing Distance Learning Courses Listing. Once approved, courses remain approved for a period of three (3) years. Review criteria may evolve over time; courses due for renewal are subject to the criteria in effect at the time of renewal. (See Course Revision and Renewal Process.)

Any training organization may submit non-credit bearing distance learning courses, which undergo a standard review process. However, certain organizations are eligible to apply to be Approved Organizations, which are exempt from the standard review process.

Approved Organizations

OCFS classifies certain organizations as Approved Organizations by virtue of their pre-existing status of known quality. **Approved Organizations are exempt from the review process for individual courses.** These organizations include the following:

- Colleges and universities accredited by nationally recognized accrediting organizations subject to the oversight of the United States Department of Education (USDOE), or an internationally recognized accrediting organization
- Federal government entities, including military
- NYS government agencies
- Other state government agencies with courses accepted in five or more additional states (not including their own state or NYS)
- Any organization that is a member in good standing of DEAC (Distance Education Accrediting Commission), IACET (International Association for Continuing Education and Training), ACCME (Accreditation Council for Continuing Medical Education), or an internationally recognized accrediting organization.

These organizations are eligible for Approved Organization status because they have met eligibility requirements of another quality assurance system. These organizations complete the Approved Training Organization Application *(See Appendix A: Distance Learning Training Organization Contact & Information Form.)* Once approved, these organizations are added to the list of Approved Organizations on the OCFS Non-Credit Bearing Distance Learning Courses Listing.

Some organizations can request inclusion on the Approved Organizations list. To be eligible to request inclusion, organizations must meet *all* of the following requirements:

- Eligible organization types
  - National professional development or training organizations
  - NYS professional development or training organizations
  - National specialty training organizations (Ex: American Red Cross)
  - NYS specialty training organizations (Ex: Cornell Cooperative Extension)

- Completed Distance Learning Training Organization Contact & Information Form *(See Appendix A: Distance Learning Training Organization Contact & Information Form.)*

- Random Sample Review
  These organizations undergo random sample review (constituting 10% or no fewer than 10 courses) of their existing distance learning inventory, using the criteria required by the OCFS Distance Learning Committee. If *all* courses in the random sample meet the distance learning criteria, the organization will be listed as an Approved Organization. Any additional non-credit bearing distance learning courses offered by these organizations may be subject to periodic review. Any course quality insufficiency may result in the organization's approved status being denied or rescinded; such organizations may still submit individual courses for review.

Status Revocation or Demotion

OCFS reserves the right to deny any approved course/organization due to substantive violations of ethical standards of practice, loss of credentialing status, or failure to maintain criteria standards. OCFS also reserves the right to demote any Approved Organization to the standard individual course review process for any reason.

Courses in Languages Other than English

For Approved Organizations: Courses offered in languages other than English are automatically approved for use toward training hours and possible funding through EIP.

For All Other Organizations: Courses offered in languages other than English will be considered for approval if they are accurate translations of English language courses that have also been reviewed and approved. Training organizations must submit a signed attestation for these courses *(See Appendix B: Attestation for Translated Courses.)*

Standard Distance Learning Course Review Criteria

Ref #	Criterion
1	**Regulatory Compliance** Content presented aligns with NYS Office of Children and Family Services (OCFS) regulatory standards.
2	**Contact Information** must be included for: • assistance with course content, registration or completion questions • technical support (course hardware/software requirements)
3	**Course Requirements** for completion are clearly provided to include: • completion of course • knowledge assessment • hours of training • training topics covered • a record of completion validating successful participation
4	**Goals** are similar to the purpose and are: • clearly stated • relevant to the subject matter • applicable to the child care setting
5	**Objectives** are: • measurable • related to course knowledge, skills, competencies, behaviors, and/or attitudes • achievable within the course framework
6	**Adult Learning Principles** Throughout the course, instructional design is based on principles of adult learning theory.
7	**Learning Activities** Learning activities within the course must: • support goals and objectives • promote interaction between content and learner • be constructive in student's mastery of content • establish time frames for feedback within course materials and meet those time frames
8	**Graphics and Media** Content (including graphics and media) supports the learning objectives and must be accurate, relevant, and based upon acceptable practices.
9	**Diversity** Content reflects the value of diversity, uniqueness, and abilities of all children and families and is void of stereotypes or biases

Ref #	Criterion
10	**Navigation Elements** Course pages/screens/navigation elements are visually and functionally consistent.
11	**Visual Design** supports adult learning.
12	**Course Completion** The course can be completed incrementally. Learner can navigate to any completed page.
13	**Language and Writing** The language and writing style is clear, consistent and easy to understand. • Abbreviations, terms and symbols are defined through glossary or other means. • Spelling, grammar and punctuation are accurate.
14	**Course Assessments** Course includes assessment(s) that: • reflect learning objectives • determine whether learners achieved each of the identified learning objectives • provide timely feedback
15	**Course Evaluation** An evaluation is provided to measure learner satisfaction of the course.
16	**Technology Statement** When course-integrated wikis, blogs, social networks, and other technologies are used, a statement must be included indicating whether or not these elements are monitored by the training organization.

Criteria Explanations

Criterion 1: Regulatory Compliance

> **Regulatory Compliance**
> Content presented aligns with NYS Office of Children and Family Services (OCFS) regulatory standards.

NYS Social Services Law §390 and the NYS OCFS Child Day Care Regulations establish the minimum standards of care for regulated child care programs in New York State. In addition, the OCFS Division of Child Care Services periodically issues policy statements to clarify the interpretation of the regulations for consistency. The statute, regulations, and policy statements are available from the OCFS website. Regulations have been established for five modalities of care: Day Care Centers, School-Age Child Care, Family Day Care, Group Family Day Care and Small Day Care Centers.

Non-credit bearing distance learning courses must align with NYS regulations. Inconsistencies with New York State regulations (text and/or graphics) may still be approved, provided the following disclaimer is included in the course and is displayed prominently:

> *"This course reflects the regulations of the State/Commonwealth of _____. No information in this course supersedes any regulations or laws in your state. Regulations for all states are accessible on the National Resource Center for Health and Safety in Child Care and Early Education (NRC) website. Click on the link provided to view regulations in your state."*

Note: Including a disclaimer does not guarantee approval.

When a disclaimer is provided (such as the one above), discrepancies with NYS Regulations will be considered for approval, provided the practice supports recognized standards in other states.

Criterion 2: Contact Information

> **Contact Information** must be included for:
> - assistance with course content, registration or completion questions
> - technical support (course hardware/software requirements)

Learners with questions regarding content, registration, or requirements for completion, must be able to contact the organization/agency offering the course for assistance/support via phone, email, chat, social media or other method of communication that allows for timely response. The course must include clear instructions about how to access support, including technical support for navigating through the platform. Such support might be available through the same or different contact references as content support.

Criterion 3: Course Requirements

Course Requirements for completion are clearly provided to include:

- completion of course
- knowledge assessment
- hours of training
- training topics covered
- a record of completion validating successful participation

The course must include all components—assignments, quizzes, activities, etc.—necessary for **course completion**.

All courses must have a **knowledge assessment** with an established passing score. For courses including multiple topics and/or modules/lessons, the knowledge assessment may encompass the segments individually, cumulatively, or by an average score of each segment.

The course's **hours of training** must represent the length of time that learners need to complete the course.

Course content must relate to one or more of the **OCFS training topics**:

- Principles of childhood development, including the appropriate supervision of children, meeting the needs of children enrolled in the program with physical or emotional challenges and behavior management and discipline

- Nutrition and health needs of children

- Child day care program development

- Safety and security procedures, including communication between parents and staff

- Business record maintenance and management

- Child abuse and maltreatment identification and prevention

- Statutes and regulations pertaining to child day care

- Statutes and regulations pertaining to child abuse and maltreatment

- Prevention of Shaken Baby Syndrome

OCFS Child Day Care Regulations Training Topic Areas	
School-Age Child Care	414.14(d)
Group Family Day Care	416.14(f)
Family Day Care	417.14(f)
Day Care Center	418-1.14(d)

Details regarding each of these training topic areas are included in the NYS OCFS Child Day Care Regulations for each modality.

The course must provide each applicable learner with **a record of completion validating successful participation**. This may take the form of a training certificate. At a minimum, the record of completion must include the learner's name, training organization's name, course title, hours awarded, and date of completion.

Criterion 4: Goals

Goals are similar to the purpose and are:
- clearly stated
- relevant to the subject matter
- applicable to the child care setting

Goals convey the overall purpose of the training, and include how the learner will:

- acquire/develop new skills

- improve existing skills

Criterion 5: Objectives

Objectives are:
- measurable
- related to course knowledge, skills, competencies, behaviors, and/or attitudes
- achievable within the course framework

Objectives clearly identify the measurable, achievable tasks that the learner must accomplish to meet the course goals. Objectives *must* be included for *each* module.

Examples of *behavioral* (measurable) verbs	Examples of verbs that are *not* behavioral
To solve	To know
To describe	To remember
To list	To understand
To match	To appreciate
To explain	To recognize
To demonstrate	To comprehend
To rank	To develop conceptual thinking
To construct	To perceive

Bloom's Taxonomy also provides a list of common measurable objectives.

Criterion 6: Adult Learning Principles

> **Adult Learning Principles**
>
> Throughout the course, instructional design is based on principles of adult learning theory.

A sound understanding of how adults learn is evident in the course. Some adult learning theories to consider integrating include andragogy, transformational learning, and experiential learning. A combination of theories may be applied to the course design.

The following Association for Talent Development (ATD) article provides valuable insight: https://www.td.org/insights/3-adult-learning-theories-every-e-learning-designer-must-know.

Criterion 7: Learning Activities

> **Learning Activities**
>
> Learning activities within the course must:
> - support goals and objectives
> - promote interaction between content and learner
> - be constructive in student's mastery of content
> - establish time frames for feedback within course materials and meet those time frames

The course must include multiple learning activities that support the course's goals and objectives, engage learners, enable learners to reinforce new knowledge/skills presented, and provide timely feedback on learners' new knowledge/skills gain.

Criterion 8: Graphics and Media

> **Graphics and Media**
>
> Content (including graphics and media) supports the learning objectives and must be accurate, relevant, and based upon acceptable practices.

Course content must reflect current child care practice and research, support the identified measurable learning objectives, and be conducive to learners' ability to achieve those objectives.

Criterion 9: Diversity

> **Diversity**
>
> Content reflects the value of diversity, uniqueness, and abilities of all children and families and is void of stereotypes or biases

Course content and illustrations need to reflect the diversity of program populations and the inclusion of a broad range of children and families; this includes a reflection of cultural diversity and differently abled children.

Criterion 10: Navigation Elements

> **Navigation Elements**
> Course pages/screens/navigation elements are visually and functionally consistent.

An established template for course pages helps learners navigate effectively and predictably through a course. Buttons/icons/links may include, but are not limited to: return to home page, help, back, next.

Criterion 11: Visual Design

> **Visual Design** supports adult learning.

The primary consideration of interface design for online courses is usability. Course pages/screens have a consistent look. Layout and charts/pictures/diagrams facilitate self-study.

Criterion 12: Course Completion

> **Course Completion**
> The course can be completed incrementally. Learner can navigate to any completed page.

Creating courses that are self-paced and allow learners to repeat segments as desired allows for greater content retention. Learners must be able to complete the course incrementally, being able to log out and log back in to the last page viewed and pick up where they left off. While in the course, learners must be able to determine where they are in the course and navigate to previously reviewed content.

Criterion 13: Language and Writing

> **Language and Writing**
> The language and writing style is clear, consistent and easy to understand.
> - Abbreviations, terms and symbols are defined through glossary or other means.
> - Spelling, grammar and punctuation are accurate.

The course defines abbreviations, terms, and symbols within the structure of the content through clickable links, hovering over key words, at the bottom of a page, and/or in a glossary of terms easily located within the course.

Criterion 14: Course Assessments

> **Course Assessments**
> Course includes assessment(s) that:
> - reflect learning objectives
> - determine whether learners achieved each of the identified learning objectives
> - provide timely feedback

Providing learners with constructive and timely feedback helps them stay on track and accurately retain learning content.

If assessments are reviewed through a submission process, time frames for feedback must be provided. Waiting for feedback cannot impede a learner's ability to move on in the course.

If the course includes a final assessment, its questions/elements are unique and do not duplicate prior learning activities or assessments.

Criterion 15: Course Evaluation

Course Evaluation
An evaluation is provided to measure learner satisfaction of the course.

Soliciting learner feedback regarding course satisfaction enables instructional designers to analyze feedback trends and make relevant course revisions to enhance users' distance learning experiences.

Criterion 16: Technology Statement

Technology Statement
When course-integrated wikis, blogs, social networks, and other technologies are used, a statement must be included indicating whether or not these elements are monitored by the training organization.

Additional resources can provide learners with avenues of enhancing and expanding their comprehension of topics they study through the course. These resources could include hyperlinks to relevant organizations, videos, articles, etc.

The technology statement must include the level of monitoring (if any) of any and all wikis, blogs, social networks, or other technologies used in the course. Such technologies offer opportunities for learners to continue improving their content knowledge after completing the course. If there is no instructor to review the comments posted by users in these technological interactions, a content specialist must either review posted information (to identify incorrect information) or read the posting regularly to ensure that incorrect information is not being disseminated.

Standard Individual Distance Learning Course
Review Process

Review Process

Distance learning courses must be submitted for review and approval in order to be included on the OCFS Non-Credit Bearing Distance Learning Courses Listing. The submission process includes the training organization's verification that the submitted course meets all 16 Distance Learning criteria. Training organizations must submit courses for review via the PDP Training Portal.

When a training organization submits a course for inclusion on the OCFS Non-Credit Bearing Distance Learning Courses Listing, PDP reviews the course to verify that it meets the criteria. In addition, PDP considers recognized standards established by the American Academy of Pediatrics (AAP), the National Association for the Education of Young Children (NAEYC), etc., to guide the content review. Courses are reviewed on a quarterly basis. PDP will communicate via email regarding submitted courses.

Courses approved by OCFS count toward a learner's regulatory training requirement and may also be eligible for EIP scholarships.

If, during the review process, the course is found noncompliant with any of the review criteria, the training organization has two opportunities to revise the course and resubmit it. The training organization needs to take this opportunity to review the *entire* course for compliance with *all* applicable review criteria. If a training organization resubmits a course for review and *any* criteria remain unmet, the course will *not* be approved and will be listed as "Not Approved" on the OCFS Non-Credit Bearing Distance Learning Courses Listing. Courses listed as "Not Approved" may be resubmitted after six (6) months.

The Distance Learning Review Committee determines whether or not the course satisfies the criteria for approval. Courses are then listed on the PDP ECETP website, indicating whether they are "Approved" or "Not Approved". Approved courses are valid for three (3) years beginning from the date the course is approved. Courses must be submitted for renewal 3-6 months before their approval status expires to be eligible for another three-year approval. Courses are allowed two renewal periods before they must be resubmitted for a full review. See Course Revision and Renewal Process for information.

Instructional Hours

Instructional hours include all course content and related activities. Activities requiring the learner to "go outside the learning environment" are *not* included in approved hours. This might include child observations, rearranging a classroom, research, etc. For example, the development of a student CDA portfolio is *not* considered instructional time.

Reviewers take the course just as a learner would, including reading all content, completing activities and taking assessments. This process determines the number of approved instructional hours. Training organizations may submit the methodology used to determine the number of requested hours to dlreview@albany.edu. The Committee's determination of the number of approved instructional hours is final.

OCFS Training Topic Areas

Approved distance learning courses must cover one or more of the following OCFS topic areas, which are included in the NYS OCFS Child Day Care Regulations for each modality of care:

OCFS Child Day Care Regulations Training Topic Areas	
School-Age Child Care	414.14(d)
Group Family Day Care	416.14(f)
Family Day Care	417.14(f)
Day Care Center	418-1.14(d)

(1) principles of childhood development, focusing on the developmental stages of the age groups for which the program provides care;

(i) Principles of childhood development include such things as meeting the physical, social and developmental needs of children, including those with special needs; behavior management and discipline; promoting play and physical activity; individual development variation and learning styles; infant and toddler brain development and cross-cultural skills and knowledge.

(2) nutrition and health needs of infants and children;

(i) Nutrition and health needs of infants and children include such things as healthy menu planning, obesity prevention, benefits of and how to encourage breastfeeding for mothers returning to work, training in infectious diseases, Cardio Pulmonary Resuscitation (CPR), first aid, health and safety practices, preventive techniques in sudden infant death syndrome, medication administration training.

(3) child day care program development;

(i) Child day care program development topics include such things as the benefits of continuity of care practices, staff supervision and coaching, program variety and activity; infant, toddler, pre-school, and school age quality programming, promoting children's language development and social and emotional skills, and establishing nurturing, stimulating environments; rest time policies and procedures including meeting the needs of children who do not nap; hand washing; meeting the program needs of mixed age groups in family day care and group family day care.

(4) safety and security procedures;

(i) Safety and security procedures include such things as communication between parents and caregivers, emergency preparedness and response practices and procedures, fire safety, pool and water sports safety, playground safety, supervising daily activities and family engagement techniques.

(5) business record maintenance and management;

(i) business record maintenance and management includes such things as training in New York State and federal requirements as a business owner and employer, child day care record keeping and documentation requirements, time maintenance, organizational skills, scheduling and coverage, staff supervision and coaching.

(6) child abuse and maltreatment identification and prevention;

(i) child abuse and maltreatment identification and prevention includes such things as reporting protocol; how to make a report to the state central register; documenting incidents and daily health checks; child abuse policy/procedure including safety plan.

(7) statutes and regulations pertaining to child day care;

(8) statutes and regulations pertaining to child abuse and maltreatment;

(i) statutes and regulations pertaining to child abuse and maltreatment includes such things as Mandated Reporter training; responsibilities of a mandated reporter; and

(9) education and information on the identification, diagnosis and prevention of shaken baby syndrome.

Training organizations are responsible for determining the topic areas for each course submitted.

Proprietary Content and Applicable Permissions

Upon request, submitting organizations must provide permission to use proprietary information/activities. When photos, content or video are taken from a third-party source, all appropriate permissions and/or citations must be included.

Application/Submission Process

PDP Training Portal

Before a training organization can submit its first distance learning course for approval, the organization must obtain a PDP Training Portal account, which PDP establishes upon processing the [Training Organization Contact & Information Form](#). The Training Portal account only needs to be established *once*, but organizations may update their Training Portal account information as necessary. All subsequent course submissions are tied to the training organization's account.

When PDP creates a training organization account in the Training Portal, the organization receives an automated email with a user name and an account verification link, sent to the email address on the application form. Use this link to set your organization's password. You must activate the verification link within 72 hours; otherwise, contact *DLReview@albany.edu* for assistance.

To access the PDP Training Portal, each training organization must log in with the assigned user name and password. The assigned user name and password for the training organization must be used *only* by that training organization. Once a user name is established, it may not be changed.

> Training organizations participating with EIP use their *existing* user name and password to access the PDP Training Portal.

For detailed information about using the PDP Training Portal, see [Appendix C: Step-by-Step—PDP Training Portal](#).

Course Submission

Because the Distance Learning Review Committee reviews submitted courses just as a learner does, links to online course content, access information (e.g., login/password credentials), etc., must be included in all submissions. For online courses, training organizations should assign a unique access ID for the Distance Learning Review Committee (PDP recommends "DLReview" for the logon and "DLReview" for the password) that complies with the training organization's online course system requirements. All course materials that are not available digitally (including correspondence courses, text books, etc.) must be mailed to:

<div align="center">

Distance Learning Review Committee
c/o Professional Development Program
4 Tower Place, 4th Floor
Albany, NY 12203

</div>

For detailed course submission directions, see [Appendix C: Step-by-Step—PDP Training Portal](#).

Course Revision and Renewal Process

Organization Changes

If the organization's name, address, contact person, phone number or any other administrative change occurs, the organization must complete the first section of the Appendix A: Distance Learning Training Organization Contact & Information Form and submit it to *DLReview@albany.edu*. PDP will update the organization's information in the PDP Training Portal.

Distance Learning Course Changes and Renewal

Each approved course listed on the OCFS Non-Credit Bearing Distance Learning Courses Listing includes a Course Approval Expiration Date. All courses need to go through a renewal process prior to that expiration date. If a course expires, the course is no longer eligible to be used by New York State child day care providers to count toward their required professional development hours, nor is the course eligible for Educational Incentive Program (EIP) funding. The course status on the website will be changed to Expired Approval on the first business day following the Course Approval Expiration Date. Expired courses can be submitted for renewal in the PDP Training Portal within three years of the Course Expiration Date, but will remain expired on the OCFS Non-Credit Bearing Distance Learning Courses Listing until the course is approved for renewal.

Training organizations bear full responsibility for ensuring the renewal procedure is followed as required. Direct questions about the process or the training organization's role in it to: *DLReview@albany.edu*.

For courses approved prior to July 1, 2019, the training organization is solely responsible for initiating the renewal process; no formal notice of course approval expiration will be sent. **Any course approved after that date** will receive an automated renewal email 90 days prior to the Course Expiration Date; training organizations will renew these courses directly in the Training Portal. ***All course renewals must be submitted directly in the Training Portal.***

For detailed course renewal directions, see Appendix C: Step-by-Step—Course Submission in the PDP Training Portal.

PROFESSIONAL DEVELOPMENT PROGRAM
ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY State University of New York

Distance Learning Training Organization Contact & Information Form

Please complete this form and submit it to PDP at DLReview@albany.edu.

Name of Training Organization:

Primary Contact Name:

Address:

City: State: ZIP Code:

Phone: Fax:

Primary Contact Email Address (for account correspondence):

Training Organization Website:

Training URL to be posted on PDP website to direct students
to registration/course selection *(if different from above)*:

Please indicate which, if any, of the following characteristics apply to your training organization
(select all that apply):

- [ ] College or university accredited by USDOE
- [ ] Federal government entity (including military)
- [ ] New York State government agency
- [ ] Other state government agency with course(s) accepted in five or more additional states. *Please list additional states accepting courses (other than NY and your own state):*
  __ __ __ __ __

- [ ] National professional development or training organization
- [ ] New York State professional development or training organization
- [ ] National specialty training organization (e.g., American Red Cross)
- [ ] New York State specialty training organization (e.g., Cornell Cooperative Extension)

- [ ] Member of the Distance Education Accrediting Commission (DEAC)
  Expiration date: ____
- [ ] International Association for Continuing Education and Training (IACET) accredited provider
  Expiration date: ____
- [ ] Accreditation Council for Continuing Medical Education (ACCME) accredited provider
  Expiration date: ____
- [ ] Recognition by another internationally recognized accrediting organization (please specify):
  Accrediting Organization: ____
  Expiration date: ____

Does your training organization participate (or has it ever participated) with the Educational Incentive Program (EIP)?
- [ ] Yes   - [ ] No

If you answered "no," is your training organization interested in participating with EIP?
- [ ] Yes   - [ ] No

For more information about EIP, visit www.ecetp.pdp.albany.edu/eip.aspx

This information will appear on the ECETP website and will be searchable by child care providers looking for non-credit bearing distance learning courses. Your training organization information will appear on the ECETP

Appendix B: Attestation for Translated Courses

PROFESSIONAL DEVELOPMENT PROGRAM
ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY State University of New York

Attestation for Translated Courses

The OCFS Distance Learning Review Committee determines course compliance with OCFS criteria for courses submitted in English. Courses available in languages other than English must first be approved in English. A separate attestation must be submitted for each language in which the course is offered. The committee will then make the same determination for corresponding courses submitted in languages other than English when the Training Organization signs and abides by the following attestation:

I, _____ as an authorized representative of
(print first and last name)

_____ do hereby attest that the course named
(print Training Organization name)

_____ contains
(course title in language other than English)

the same content, exercises, assignments, exams/tests/quizzes, materials and evaluations as the course named

_____ .
(course title in English)

Check one:

☐ The Training Organization listed above is the author/owner/copyright holder of the training course in English listed above *and* the author/owner/copyright holder of the above-referenced training course in

_____ .
(language)

☐ The Training Organization listed above is authorized to translate the above-referenced training course in a language other than English by the original author/owner/copyright holder of the training in English,

_____ .
(name of original author/owner/copyright holder of English course)

The Training Organization also attests that:

- if any revisions are made to the course named above in English, those revisions will also be made to the corresponding course (provided in a language other than English) named above; *and*
- the Training Organization must submit the revised English version of the course for approval.

Penalties for noncompliance with this attestation may result in the status of all previously approved distance learning courses for this Training Organization being changed to *Not Approved*.

The Training Organization understands and agrees to the above information.
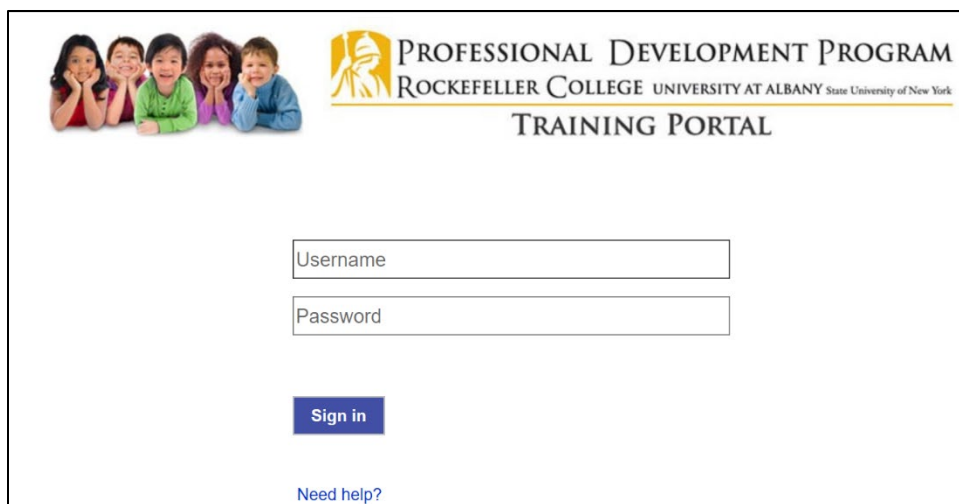
_____   _____
Signature of Authorized Representative   *Date*

Appendix C: Step-by-Step—PDP Training Portal

Logging In

1 Visit training.pdp.albany.edu.

2 Enter your training organization's Training Portal **User Name** and **Password**.
*If you have forgotten your user name and/or password, click **Need help?** under the **Password** field.*
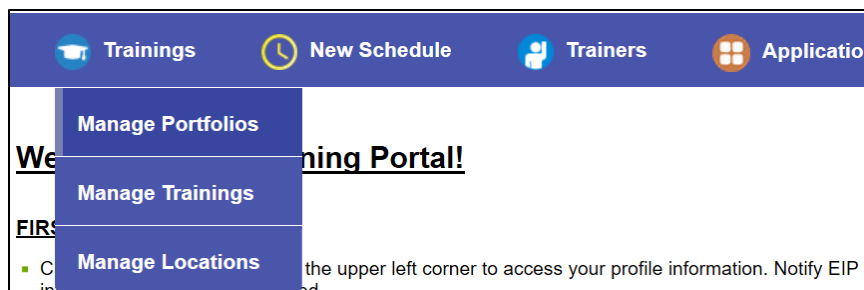
Submitting a Course for Review

1 Once you log in, the Welcome screen displays.

2 Click **Trainings** and then click **Manage Portfolios**.

3 The *Manage Portfolio* window displays.

4 Click ⊕ **Add Portfolio**.
The Add Portfolio window displays.

Training organizations that participate with EIP will see an additional question at the beginning of the *Add Portfolio* window. This question must be answered to proceed:

Are you submitting a Distance Learning Course?
◉ Yes   ○ No

☐ This training is eligible for EIP

If you want this course to be eligible for EIP, select the checkbox.
Otherwise, leave the checkbox blank.

Portfolio Info Section

1 In the **Type** field, click the drop-down arrow and select the appropriate course type (**Distance Learning** or **Credential Distance Learning**) from the list.

2 In the **Title** field, enter the course name.
The course title should be brief, specific, and accurate.
*The title should **not** include:*
- *Training year or month, unless it is the only offering; or*
- *Potentially misleading words like "mandatory" or "required".*

3 In the **Description** field, enter the training description.
The training description should be a brief overview that includes:
- *Information, skills, and professional standards covered*
- *Target audience*
- *Credential information (e.g., CDA preparation training or a SACC credential training)*
- *Course prerequisites*
- *Registration information*

> Course information can be saved incrementally (by clicking the **Save** button at the bottom of the page), as long as the **Type**, **Title**, and **Description** fields are complete.
>
> To return to your saved portfolio information, see Managing Portfolios.
>
> Once a portfolio has been submitted, it can no longer be revised unless PDP unlocks it for required training organization revisions.

4 In the **Professional Development Level** field, select the appropriate radio button.
This identifies the training level, content depth, and recommended background knowledge for participants. See the rubric in the Docs section of the Training Portal to help with identifying the training's professional development level.

5 In the **Goals** field, enter the overall course goal(s).
If the course has multiple goals (or unit-specific goals), indicate where they are located in the course. See Criterion 4: Goals for details.

> Click the ⓘ icon for screen tips with field-specific criteria requirements.

6 In the **Objectives** field, enter the measurable training objectives that lead to the training goal(s).
If the course has multiple objectives (or unit-specific objectives), indicate where they are located in the course. See Criterion 5: Objectives for details.

> For **Steps 5 – 6 and 12 – 22**, provide a hyperlink (where applicable) to the location in the course where content meets each respective criterion.

7 In the **Total Hours** field, enter the course's total *instructional* hours.
See Instructional Hours for details.

8 In the **Link to Course**, **User Name**, and **Password** fields, enter the direct course hyperlink and login credentials.
See Course Submission for details.

9 In the **Regulations Disclaimer** field, indicate where the regulatory compliance/disclaimer statement is located.
See Criterion 1: Regulatory Compliance for details.

10 In the **Contact Info** field, indicate where information is provided for participants to contact the training organization for support.
  See Criterion 2: Contact Information for details.

11 In the **Course Requirements** field, indicate where information regarding course requirements is located.
  See Criterion 3: Course Requirements for details.

12 In the **Adult Learning Principles** field, describe the course elements that reflect adult learning principles.
  See Criterion 6: Adult Learning Principles for details.

13 In the **Learning Activities** field, describe how the course's learning activities reinforce course content.
  See Criterion 7: Learning Activities for details.

14 In the **Graphics & Media** field, describe how course graphics and multimedia reinforce course content.
  See Criterion 8: Graphics and Media for details.

15 In the **Diversity** field, describe how the course content reflects diversity and inclusivity.
  See Criterion 9: Diversity for details.

16 In the **Navigation Elements** field, describe how course elements facilitate consistent and predictable navigation through the course.
  See Criterion 10: Navigation Elements for details.

17 In the **Visual Design** field, describe how the course's visual design supports usability.
  See Criterion 11: Visual Design for details.

18 In the **Course Completion** field, describe how users can finish the training over time and indicate the time frame in which a student must complete the course.
  See Criterion 12: Course Completion for details.

19 In the **Language & Writing** field, indicate where the course glossary or any other terms and definitions are located in the course, and describe the reading level at which the course is written.
  See Criterion 13: Language and Writing for details.

20 In the **Course Assessments** field, indicate where assessments are located within the course and how they reinforce course content and reflect learning objectives.
  See Criterion 14: Course Assessments for details.

21 In the **Course Evaluation** field, describe how learner satisfaction is measured and indicate where the participant evaluation is located within the course.
  See Criterion 15: Course Evaluation for details.

22 In the **Technology Statement** field, indicate where the statement is located within the course.
  See Criterion 16: Technology Statement for details.

Training Focus and Alignment Sections

1 In the **Children** field, select the checkbox(es) for the age range(s) covered in the course, as applicable.

2 In the **Program Professionalism** and **Personal Professionalism** fields, select the applicable checkbox(es) for the skill development areas address in the course. Trainings may address more than one skill development area.
See the tip box at right.

3 In the **Modality** field, select the checkbox(es) for the child care program modality (or modalities) covered in the course.

4 In the **OCFS 9 Regulatory Topic Areas** field, select the checkbox(es) for the NYS Office of Children and Family Services regulatory topic area(s) covered in the course.
See OCFS Training Topic Areas for details.

Program Professionalism and Personal Professionalism Skill Development Area Examples

The examples listed below provide a general guideline; specific course content directly affects the applicable skill development areas.

Business
- Insurance and finance in child care
- Marketing

Curriculum and Learning Environment
- Classroom management
- Lesson planning
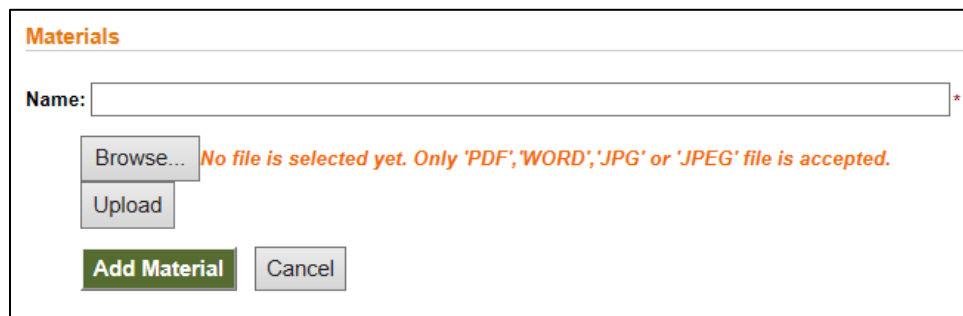
Personal Professional
- Stress management
- Advancing in the child care field

An anti-bias course might address Personal Professional and Curriculum and Learning Environment.

An effective communication course might address both of the Program Professionalism skill development areas *and* the Personal Professionalism skill development area.

Materials Section

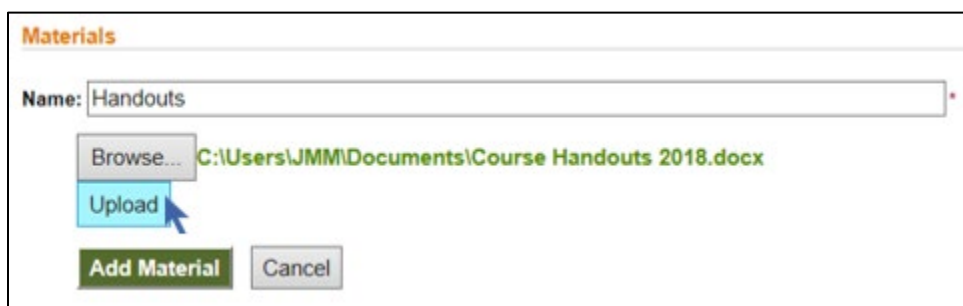**1** In the **Name** field in the Materials section, enter a name for the file to be uploaded (e.g., "Handouts").

2 Click the **Browse…** button.
The Open window displays.
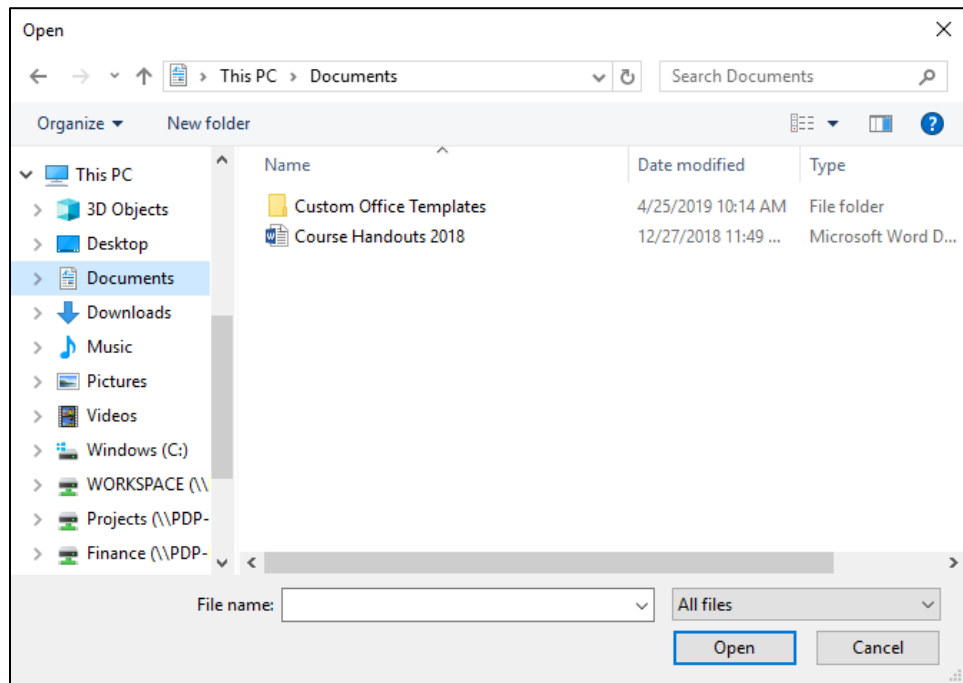
3 Navigate to the file to be uploaded, select the file, then click the **Open** button.
The Materials section shows selected file.

4   Click the **Upload** button.
The selected file displays in the Materials section as "Received File".

Materials

Name: Handouts   *

        Received File: CourseHandouts2018.docx   [Delete]

        [Browse...] **Uploaded. Now you can add it as a new material.**

        [Upload]

        [Add Material] [Cancel]

5   Click the **Add Material** button.
The selected file displays in the materials list.

Materials

Name: [   ] *

      [Browse...] *No file is selected yet. Only 'PDF','WORD','JPG' or 'JPEG' file is accepted.*

      [Upload]

      [Add Material] [Cancel]

Name	File	Type	Action
Handouts	CourseHandouts2018.docx	Document	✕

6   To add additional materials, repeat Steps 1 – 5.
*An unlimited number of files may be uploaded per course, as long as the **total combined file size** is less than 10MB.*

7   When you have completed the portfolio and are ready to submit the course for review, click **Submit**.
*Only submit when the course is ready for review. To save portfolio information incrementally, click **Save**.*

Save Or Submit

                        [Save] **[Submit]** **[Cancel]**

Managing Portfolios

1   Click **Trainings** and then click **Manage Porfolios**.
*The Manage Portfolio window displays the portfolios you have created. Note the **Status** column, which updates as the status changes. (See the [Status List](#) below.)*

2   Click the portfolio name in the **Title** column.
The Edit Portfolio window displays with the information entered so far. Only courses in the following statuses may be edited and/or submitted:

- *Not Submitted*
- *TO Action Required – Revision 1*
- *TO Action Required – Final Revision*

Portfolio information is locked for all other statuses.

Status List
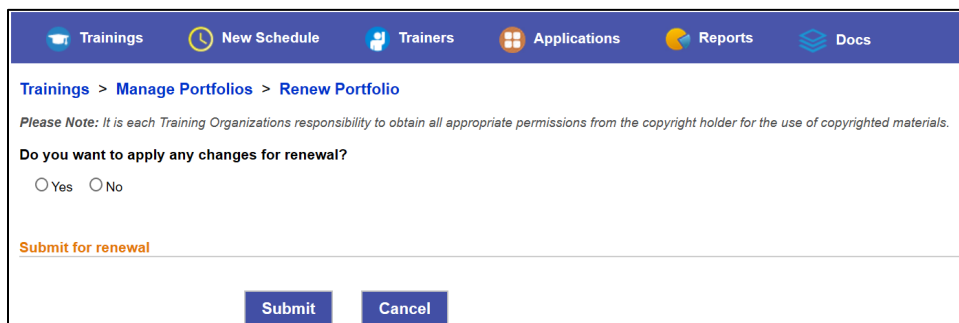
Not Submitted
Submitted for Review
Under Review
TO Action Required – Revision 1
Revision 1 Submitted
Revision 1 Under Review
TO Action Required – Final Revision
Final Submitted
Final Under Review
Approved
Not Approved
Withdrawn
Submitted for Renewal

Viewing Saved Information for a Portfolio Not Yet Submitted

1   On the *Edit Portfolio* window, revise course information in the affected fields, as applicable.

2   Click **Save** to save without submitting, or click **Submit** to save and submit the portfolio for review.
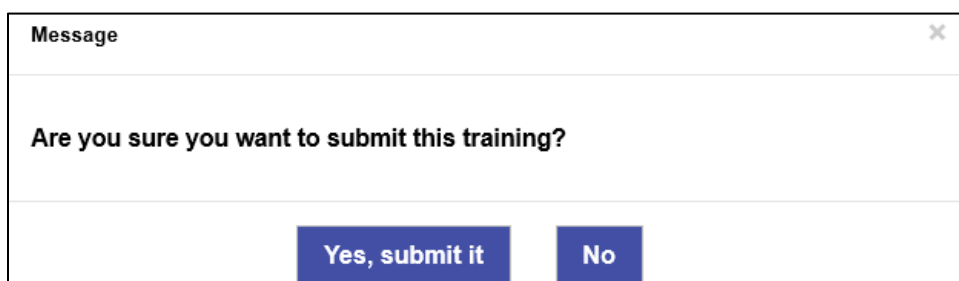
Renewing Courses

1   Open the *Edit Portfolio* window, either by clicking the link in the renewal email or by clicking **Trainings** > **Manage Portfolios** and then clicking the ↻**Renew** icon in the **Action** column for the course to be renewed.
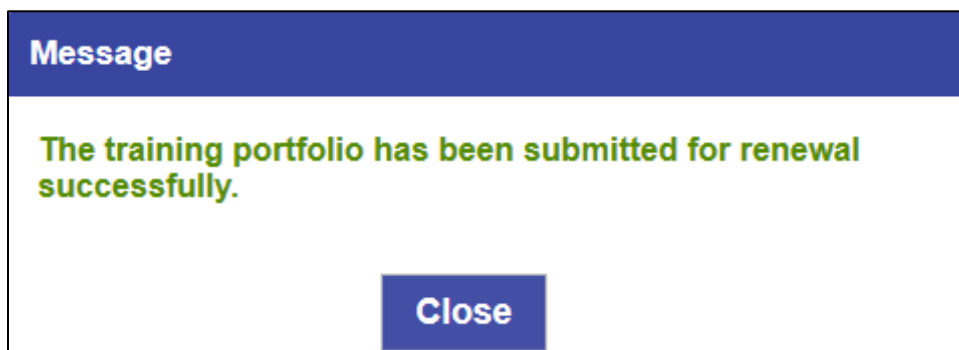

2   If the course has no changes, click the **No** radio button.
The course fields display but are locked. Skip to Step 5.

3   If the course has changes, click the **Yes** radio button. *The course fields display. All fields except the course **Title** are editable. If the course's title has changed, you must submit a new portfolio for review.*

> Course changes are reviewed following the same process as initial course submissions. (See Review Process for details.) All courses are reviewed on a quarterly basis, so PDP recommends submitting course renewals as soon as possible for a timely renewal.

4   Make any necessary revisions in the applicable fields.

5   Click **Submit**.
The following message displays:

6   To continue, click **Yes, submit it**.
The following message displays: