



New York State Non-Credit Distance Learning Course Criteria Guide

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Table of Contents

Preface	1
What Qualifies as Distance Learning?	1
How to Use This Guide	2
Submission Process	2
Approved Organizations	2
Status Revocation or Demotion	3
Courses in Languages Other than English	3
Standard Distance Learning Course Review Criteria	4
Criteria Explanations	6
Criterion 1: Regulatory Compliance	6
Criterion 2: Contact Information	6
Criterion 3: Course Requirements	7
Criterion 4: Goals	8
Criterion 5: Objectives	8
Criterion 6: Adult Learning Principles	9
Criterion 7: Learning Activities	9
Criterion 8: Graphics and Media	9
Criterion 9: Diversity	9
Criterion 10: Navigation Elements	10
Criterion 11: Visual Design	10
Criterion 12: Course Completion	10
Criterion 13: Language and Writing	10
Criterion 14: Course Assessments	10
Criterion 15: Course Evaluation	
Criterion 16: Technology Statement	11
Standard Individual Distance Learning Course Review Process	11
Review Process	11
Instructional Hours	12

OCFS Training Topic Areas	12
Proprietary Content and Applicable Permissions	13
Application/Submission Process	14
PDP Training Portal	14
Course Submission	14
Course Revision and Renewal Process	15
Organization Changes	15
Distance Learning Course Changes and Renewal	15
Appendix A: Distance Learning Training Organization Contact & Information Form	16
Appendix B: Attestation for Translated Courses	17
Appendix C: Step-by-Step—PDP Training Portal	
Logging In	18
Submitting a Course for Review	18
Portfolio Info Section	20
Training Focus and Alignment Sections	22
Materials Section	23
Managing Portfolios	25
Viewing Saved Information for a Portfolio Not Yet Submitted	25
Renewing Courses	

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 <u>New York State</u> <u>Office of Children and Family Services (OCFS)</u> 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 <u>review process</u> 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 <u>criteria</u> 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 <u>Educational Incentive Program (EIP)</u> scholarship funding, provided the training organization participates with EIP. (Training organizations that do *not* participate with EIP should email <u>eip-to@albany.edu</u> for more information about participating. Participation is not mandatory.)

The New York State Office of Children and Family Service (OCFS) has contracted with the <u>Professional</u> <u>Development Program (PDP)</u> 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 <u>OCFS Division of Child Care Services (DCCS) Policy Statement 15-5: Distance Learning</u> 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 <u>OCFS Non-Credit Bearing Distance Learning Courses Listing</u>. 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 <u>Course Revision and Renewal Process</u>.)

Any training organization may submit non-credit bearing distance learning courses, which undergo a <u>standard review process</u>. However, certain organizations are eligible to apply to be <u>Approved</u> <u>Organizations</u>, 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 <u>Approved Training</u> <u>Organization Application</u> (See <u>Appendix A: Distance Learning Training Organization Contact & Information</u> <u>Form</u>.) Once approved, these organizations are added to the list of Approved Organizations on the <u>OCFS</u> <u>Non-Credit Bearing Distance Learning Courses Listing</u>.

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
 - o National professional development or training organizations
 - o 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 <u>Appendix A:</u> <u>Distance Learning Training Organization Contact & Information Form.</u>)
- 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 <u>review</u>.

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 <u>signed attestation</u> for these courses (*See <u>Appendix B</u>: <u>Attestation for Translated Courses</u>.)*

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 <u>Division of Child Care Services</u> periodically issues policy statements to clarify the interpretation of the regulations for consistency. The statute, regulations, and policy statements are available from the <u>OCFS website</u>. 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 <u>National Resource Center for Health and Safety in Child Care and Early Education (NRC) website</u>. 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

Details regarding each of these training topic areas are included in the <u>NYS OCFS Child Day Care Regulations</u> 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.

OCFS Child Day Care Regulations Training Topic Areas			
School-Age Child Care 414.14(d)			
Group Family Day Care 416.14(f)			
Family Day Care417.14(f)			
Day Care Center418-1.14(d)			

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 <i>behavioral</i> (measurable) verbs	Examples of verbs that are <i>not</i> 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: <u>https://www.td.org/insights/3-adult-learning-theories-every-e-learning-designer-must-know</u>.

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 <u>OCFS</u> <u>Non-Credit Bearing Distance Learning Courses Listing</u>. The submission process includes the training organization's verification that the submitted course meets all <u>16 Distance Learning criteria</u>. Training organizations must submit courses for review via the <u>PDP Training Portal</u>.

When a training organization submits a course for inclusion on the <u>OCFS Non-Credit Bearing Distance</u> <u>Learning Courses Listing</u>, 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 <u>review criteria</u>, 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 <u>review criteria</u>. 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 <u>OCFS Non-Credit Bearing Distance Learning Courses Listing</u>. 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 <u>criteria</u> for approval. Courses are then listed on the <u>PDP ECETP website</u>, 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 <u>Course Revision and Renewal Process</u> 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 <u>dlreview@albany.edu</u>. 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 <u>NYS</u> <u>OCFS Child Day Care Regulations</u> for each modality of care:

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

(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, preschool, 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 <u>Training</u> <u>Organization Contact & Information Form</u>. 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 <u>DLReview@albany.edu</u> 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 <u>Appendix C: Step-by-Step-PDP</u> <u>Training Portal</u>.

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:

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

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 <u>Appendix A: Distance Learning Training</u> <u>Organization Contact & Information Form</u> and submit it to <u>DLReview@albany.edu</u>. PDP will update the organization's information in the PDP Training Portal.

Distance Learning Course Changes and Renewal

Each approved course listed on the <u>OCFS Non-Credit Bearing Distance Learning Courses Listing</u> 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 <u>OCFS Non-Credit Bearing Distance Learning Courses Listing</u> 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: <u>DLReview@albany.edu</u>.

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 <u>Appendix C: Step-by-Step—Course Submission in the PDP</u> <u>Training Portal</u>.

Appendix A: Distance Learning Training Organization Contact & Information Form

	Learning Traini	ng Organiz	ation C	onta	act & Info	ormation Form
	Please complete this for	orm and submit i	t to PDP at	<u>DLR</u> e	eview@albar	<u>iy.edu</u> .
Name of Train	ing Organization:					
Primary Conta	act Name:					
Address:						
City:		St	ate:		ZIP Code:	
Phone:			Fax:			
Primary Conta	act Email Address (for a	count correspor	ndence):	Γ	V	
Training Orga	nization Website:					
to registration Please indicat (select all that College or Federal go New York Other statt accepted in Please list (other that Member of Commissing Expiration	university accredited by L overnment entity (including State government agency e government agency with n five or more additional s additional states acceptir n NY and your own state): f the Distance Education A on (DEAC) date:	erent from above): Ilowing characte JSDOE military) course(s) tates. g courses	ristics appl	nal pro izatior York S ig orga nal spe Ameri York S Corne	fessional dev tate professio anization acialty training can Red Cros tate specialty Il Cooperative	elopment or training nal development or organization s) training organization Extension)
and Traini Expiration	al Association for Continuing (IACET) accredited pro date: ion Council for Continuing	vider	Èducatior	n al Inc Yes	entive Progr	am (EIP)?
Education	(ACCME) accredited prov				l "no," is yoເ rticipating w	ur training organization ith EIP?
	oate: on by another international g organization (please spe			Yes		□ No n about EIP, visit

Appendix B: Attestation for Translated Courses

Alles	station for Translated Courses
submitted in English. Courses availab separate attestation must be submitte	w Committee determines course compliance with OCFS criteria for courses ble in languages other than English must first be approved in English. A ed for each language in which the course is offered. The committee will then rresponding courses submitted in languages other than English when the des by the following attestation:
,	as an authorized representative of
(print first	
(print Training O	do hereby attest that the course named
(course title in language other than Eng	glish) contains
the same content, exercises, assign	nments, exams/tests/quizzes, materials and evaluations as the course named
(course title in English)	
Check one:	
listed above <i>and</i> the author/	isted above is the author/owner/copyright holder of the training course in English /owner/copyright holder of the above-referenced training course in
listed above <i>and</i> the author (<i>language</i>) The Training Organization li	
listed above <i>and</i> the author (<i>language</i>) The Training Organization li language other than English	lowner/copyright holder of the above-referenced training course in isted above is authorized to translate the above-referenced training course in a
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listed above and the author (language) The Training Organization li language other than English (name of original author/own) The Training Organization also attes if any revisions are made to corresponding course (prov. the Training Organization n	<i>Iowner/copyright holder of the above-referenced training course in a to by the original author/owner/copyright holder of the training in English, er/copyright holder of English course)</i> ts that: to the course named above in English, those revisions will also be made to the vided in a language other than English) named above; <i>and</i> must submit the revised English version of the course for approval. s attestation may result in the status of all previously approved distance learning
 listed above and the author (language) The Training Organization li language other than English (name of original author/own) The Training Organization also attess if any revisions are made to corresponding course (prov. the Training Organization more penalties for noncompliance with this provides for this Training Organization 	<i>Iowner/copyright holder of the above-referenced training course in a to by the original author/owner/copyright holder of the training in English, er/copyright holder of English course)</i> ts that: to the course named above in English, those revisions will also be made to the vided in a language other than English) named above; <i>and</i> must submit the revised English version of the course for approval. s attestation may result in the status of all previously approved distance learning

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.

RRERE !	ROFESSIONAL DEVELOPMENT PROGRAM ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY State University of New York TRAINING PORTAL
	TRAINING TORIAL
Userna	ame
Passw	ord
Sign i	in
Need he	elp?

Submitting a Course for Review

1 Once you log in, the Welcome screen displays.

RRERE	PROFESSIONAL DEVELOPMENT PROGRAM ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY Store University of New York TRAINING PORTAL		
		J PORIAL	
🥣 Trainings 🕓 New Schedule 🛃 Trainers	(I) Applications	🕜 Reports	Sec. Docs
Welcome to the Training Portal!			EIP Program Information
FIRST TIME VISITORS			
 Click on the name displayed in the upper left corner to access your profile in information needs to be changed. 	nformation. Notify EIP at EIP-T	O@albany.edu if any	Cardiopulmonary Resuscitation (CPR) and First Aid (FA) Training EIP Funding
 For directions on how to use the portal: 			 EIP Portfolio Renewal Process
EIP Training Organizations should review the EIP TO Event Approval Gu	ide		Distance Learning Information
. Health and Safety trainers and MAT trainers should review the MAT & H	S Portal Guide		2018 EIP Training Organization Webinar - Video
PDP-Sponsored Pyramid Model trainers should review the PDP-Sponso	red Pyramid Model Guide		 2018 EIP Training Organization Webinar Question and Answer
ANNOUNCEMENTS:			
NEW 04/03/19 - There is a new CDA Assessment application and payment pr Contact EIP or the Council for Professional Recognition with any questions.	rocess. Please review and share	re with your CDA stude	nts.

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

(🕤 Trainings 🛛 🕓	New Schedule 🧧 Trainers 🔒 Application
We	Manage Portfolios	ning Portell
	Manage Trainings	ning Portal!
FIR: C in:	Manage Locations	the upper left corner to access your profile information. Notify EIP a

Professional Development Program

NYS Non-Credit Distance Learning Course Criteria Guide (rev June 2019)
Page 18

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.					

👕 Trainings	New	/ Schedule	🤗 Trainers	Applications	🕜 Reports	Second Se
Trainings > Manag	e Portfolios	s > Add Portfo	olio			
Please Note: It is each 7	raining Organ	izations responsibl	ility to obtain all app	ropriate permissions from the	copyright holder for the	e use of copyrighted mater
Portfolio Info						
Pro	ogram Area: I	Distance Learning	g			
	Type:*[Select One	\checkmark			
	Title:*					
	escription:*					
b	escription. *					
Professional Develop	ment Level:	O Introductory) Intermediate O A	dvanced		
	[
	Goals:					

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
- **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 <u>rubric</u> 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 <u>Criterion 4: Goals</u> for details.
- 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 <u>Criterion 5: Objectives</u> for details.

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 <u>Managing Portfolios</u>.

Once a portfolio has been submitted, it can no longer be revised unless PDP unlocks it for required training organization revisions.

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

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 <u>Instructional Hours</u> 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 <u>Criterion 7: Learning Activities</u> for details.
- **14** In the **Graphics & Media** field, describe how course graphics and multimedia reinforce course content. See <u>Criterion 8: Graphics and Media</u> for details.
- **15** In the **Diversity** field, describe how the course content reflects diversity and inclusivity. See <u>Criterion 9: Diversity</u> for details.
- 16 In the Navigation Elements field, describe how course elements facilitate consistent and predictable navigation through the course. See <u>Criterion 10: Navigation Elements</u> for details.
- **17** In the **Visual Design** field, describe how the course's visual design supports usability. See <u>Criterion 11: Visual Design</u> 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 <u>Criterion 12: Course Completion</u> 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 <u>Criterion 13: Language and Writing</u> 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 <u>Criterion 14: Course Assessments</u> 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 <u>Criterion 15: Course Evaluation</u> for details.
- **22** In the **Technology Statement** field, indicate where the statement is located within the course. See <u>Criterion 16: Technology Statement</u> 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 <u>OCFS Training Topic Areas</u> 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").

Materials	
Name:	*
Browse No file is selected yet. Only 'PDF', 'WORD', 'JPG' or 'JPEG' file is accepted. Upload	
Add Material Cancel	

2 Click the **Browse**... button. *The Open window displays.*

Open				×
\leftarrow \rightarrow \checkmark \Uparrow 🗄 \Rightarrow This	PC > Documents	~ ē	Search Documen	ts 🔎
Organize 🔻 New folder				
🗸 💻 This PC 🔷	Name	Da	te modified	Туре
> 🧊 3D Objects	Custom Office Templates	4/	25/2019 10:14 AM	File folder
> Desktop	Course Handouts 2018	12	/27/2018 11:49	Microsoft Word D
> 🔮 Documents				
> 🕂 Downloads				
> 🁌 Music				
> E Pictures				
> 🐺 Videos				
> 🏪 Windows (C:)				
> 👳 WORKSPACE (\\				
> 🛖 Projects (\\PDP-				
> 👳 Finance (\\PDP- 🗸 🧹	c I I I I I I I I I I I I I I I I I I I			>
File nar	ne:	~	All files	~
The flat				Canad
			Open	Cancel

3 Navigate to the file to be uploaded, select the file, then click the **Open** button. *The Materials section shows selected file.*

Materi	als	
Name:	Handouts	-
-	Browse C:\Users\JMM\Documents\Course Handouts 2018.docx	
	Add Material Cancel	

4 Click the **Upload** button.

The selected file displays in the Materials section as "Received File".

Materi	als	
Name:	Handouts	*
F	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:			ż			
Browse Upload	Browse No file is selected yet. Only 'PDF', 'WORD', 'JPG' or 'JPEG' file is accepted. Upload					
Add Mate	rial Cancel					
Name	File		Туре	Action		
Handouts	CourseHandouts20)18.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 <u>Status List</u> below.)

📷 Trainings 🛛 🕓 New Schedule	🧃 Trainers 🛛 🜐 Applicatio	ons 🕜 Reports	😂 Docs			
Trainings > Manage Portfolios Title: Portfolio Status: -All	Type:All Syllabus Status:All	✓ ✓ ✓ Only Expired	OFF		ŧ	Add Portfolio
3 Portfolios , 2 Submitted, 0 Approved					Sort by: Most	Recent Modify 🛛 🗸
Title	Portfolio Status	Syllabus Status	Submit Date	Approve Date	Modify Date	Action
Science for Infants Distance Learning	Not Submitted	Not Uploaded	-	-	Just now	X Remove
Managing Challenging Behaviors Distance Learning	Submitted for Review	Not Uploaded	2 min ago	-	2 min ago	
Tangible Math Concepts for Preschoolers Distance Learning	Submitted for Review	Not Uploaded	Apr 23		Apr 23	

- 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

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

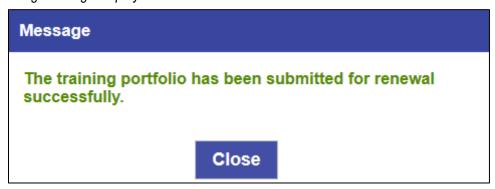
😙 Trainings	New Schedule	🥘 Trainers	Applications	Reports	Sec Docs
Trainings > Manag	e Portfolios > Renew Po	rtfolio			
Please Note: It is each Ti	raining Organizations responsib	ility to obtain all approp	riate permissions from the o	copyright holder for the u	use of copyrighted materials.
Do you want to apply	any changes for renewal?				
○Yes ○No					
Submit for renewal					
	Submit	Cancel			

- 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.
- **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:



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