Professional Recognition through Performance

A complete Credential and License program for Head Start staff!

CRENDENTIAL AND LICENSE PROFESSIONALS PROGRAM GUIDE

For Candidates seeking…

Administrative Credential, Supervisor Credential or Management License

This Credential and License Professionals Program Guide describes the Credential and License Professional (CLP) program in detail. Our vision for Credential and Licensed Professionals is that they are recognized as the best Professionals in Head Start. They maintain a high standard of HSU preparedness. They have exceptional access to HSU resources. They are skilled in several aspects of the OHS regulations. The CLP program focuses on helping Professionals achieve this vision.

HS University's
National Licensing Program

Note: *The Credential and Management License earns credits that are designed to be applied towards advance seeking degrees. HS University works closely with other Universities to provide and administer academic higher education opportunities. The University works cooperatively with over 1000 local community colleges to give breath to the Head Start work experience through integration of regulatory education and professional course work. A credential or management license is a 12 to 36 week program that consists of one to three core courses and a comprehensive monitoring and exam process.*

About The Plan of Study

This academic plan of study (POS) provides you and your advisor with a roadmap to help you arrive at your destination – graduation – in a timely manner and with few detours. A Plan of Study serves as a contract between you the student and the university. Credential education at HSU is highly personalized, and your POS is the blueprint for successful completion of your license requirements. As an CLP, you receive all the benefits of the Credential and Licensed Professional credential you have earned. In addition, you will enjoy a variety of special benefits:

- **Exclusive Internet access to Professional kits for all HSOC and HSDN Training courses**. Professional kits on current technologies will be available to download from the Internet through a courseware download center. This includes all languages for HSOC and HSDN Training as well as HSF and HSOF courseware. Other content may be added throughout the year.
- **Ability to purchase Professional kits for all HSOC and HSDN Training courses**. Professional kits are available to purchase for a low cost from your local fulfillment center.
- **Exam discounts**. Professionals receive a 20 percent discount.
- **Courseware support**. Professionals can use a special instructional support alias to ask questions or report problems regarding HSOC or HSDN Training courseware components. This support service can assist you with classroom setup problems, lab issues, content clarification, or other matters related to the courseware materials. Coverage is worldwide, although problems and resolutions are English-language only.
- **Exclusive access to the private HSCP Web site and the monthly HSCP Flash newsletter**. The private Web site and *HSCP Flash* newsletter provide timely updates on HSCP program announcements, HS UNIVERSITY certification and courseware information, Professional events, and special promotions.
- **Special offers for the HSCP community**. Many products and services are offered free of charge or at a discount for HSCPs. These special offers are kept up-to-date on the private HSCP Web site.
- **Private HSCP newsgroups on the Internet**. The newsgroups allow you to share training tips and tricks and exchange information with HSU Training and Certification Staff and other HSCPs.
- **Invitations to regional and national HSU events**. These events include various Professional-readiness events, both regional and international. Attending these events will help you stay ahead with HSU regulations.

HSU Certified Professional logo. The CLP logo and other materials allow you to identify yourself to HSU CTECs and students.

Your Personal Plan of Study

Enrollment Checklist:

☐ Registration Date: _____

☐ Course Start Date: _____

☐ Manual Received On: _____

☐ Logged into Blackboard: _____
(Blackboard site is Student Ecampus)

Username: _____

Password: _____
(NOTE: Students username and password is private. No faculty will have access to these items. Please log them here to help you remember your login information.)

☐ Assignment #1 Due: _____

☐ Discussion #1 Due: _____

☐ Instructor Name: _____

☐ Instructor Email: _____

Office Contact: 1-888-282-7817
Office Fax: (901) 748-0297
Office Web: www.hsuniversity.org
Course: Student Ecampus

Curriculum Advisor: Michael Davis (mdavis@hsuniversity.org)

Student Online System Help: Sherry Cole (scole@hsuniversity.org)

Student Services: Ebony Vaughn (evaughn@hsuniversity.org)

HS University Education Path

Program of Study Form (**SAMPLE**)

Content Area: Jane Doe **Effective Term**: Fall 2016

Curriculum Code: FE401 **Curriculum Title**: Family Engagement Management License
Contact Person: Sherry Strawberry **Email:** sstawberry@abc123.net
Contact Phone: 555-555-5555

Please note that you should have already received acceptance in the university program in order to file a program of study form. The program of study must consist of specific course requirements and students may not elect options or pick lists.

Content Area Core Course(s) *(Students must complete 1 core course in content area.)*

Course No.	Course Title	Credits
FE168	Communicating with Families	5 credits
FE115	Family Service: Understanding Family Support	5 credits
FE114	Developing Family Goal Statements	5 credits

Supervisor Core Course(s) *(Students must complete 1 upper division course in 200.)*

Course No.	Course Title	Credits
FE117	Family Partnerships: Empowering Parents	5 credits
FE269	Dealing with Conflict	5 credits
FE225	Customer Service: Being Family Friendly	5 credits

License Core Course(s) *(Students must complete 1 upper division course in 200-400.)*

Course No.	Course Title	Credits
FE373	Supporting Families Affected by Substance Abuse	5 credits
FE376	Family Literacy: Supporting Family Literacy	5 credits
FE370	Dealing with Families in Crisis	5 credits

Total for Program 45 credits

HS University Education Pathway

Program of Study Form

Content Area: _____ **Effective Term**: _____

Curriculum Code:_____ **Curriculum Title**: _____
Contact Person: _____ **Email:** _____
Contact Phone: _____

Please note that you should have already received acceptance in the university program in order to file a program of study form. The program of study must consist of specific course requirements and students may not elect options other than those in credential program manual.

Content Area Core Course(s)*(Students must complete 1 core course in content area.)*

Course No.	Course Title	Credits

Supervisor Core Course(s)*(Students must complete 2 upper division courses in 200.)*

Course No.	Course Title	Credits

License Core Course(s)*(Students must complete 3 upper division courses in 200-400.)*

Course No.	Course Title	Credits

Total for Program: _____

YOUR STEPS TO COMPLETION...

Please check and date when each process has been completed.

☐ **Step 1: Week 1 - Application Process**
(For all students!)

Date Completed: _____

During the first week the following documents need to be completed and submitted to the University.

1. Eligibility Assessment Form (*Online in course assignment)*
2. Program Application Form (*Online in course assignment)*

☐ **Step 2: Week 2-6 - Core Course #1**
(For all students!)

Date Completed: _____

Students are required to take one Core Course in content area. The following courses are available to meet this requirement. *For all students, Credential students go to step 5 to complete your credential.*

1 Course : Content Area Level 1 Course

☐ **Step 3: Week 7-12 - Core Course #2**
(For Supervisor and License Students only!)

Date Completed: _____

Students are required to take one Core Course in Content area. The following courses are available to meet this requirement.

1. Content Area Level 2 Course

☐ **Step 4: Week 13-19 - Core Course #3**
(For License Students only!)

Date Completed: _____

Students are required to take one Core Course in Content Area. The following courses are available to meet this requirement.

1. Content Area Level 3: Train the Trainer

☐ **Step 5: Week 20-23 - Portfolio Packet**
(For all students!)

Date Completed:_____

Students will complete the Work Experience and Education Portfolio Packet. This includes detail information about your work experience, education and training and other information to help the University create your student transcript. During this time students are being evaluated using the Prior Learning Assessment (PLA) tool. The PLA will help students to acquire CECs (Continuing Education Credits) to meet the educational mandates going forward. *Students completing multiple programs should not complete a new portfolio packet unless there are changes to training and/or education information that you would like considered as part of your CEC requirements.*

☐ **Step 6: Week 24-28 - Student Practicum**
(For License Students only!)

Date Completed _____

Students are required to meet the following:

1. 120 clock hours in field work
2. Self-Appraisal packet
3. State Board License Review

☐**Step 7: Week 29-36 - Assessment and Board Review and License Awarded**
(For all Students. Credential Students do not receive a board review.)

Date Completed _____

During these weeks you will be given an Assessment Date. This is a formal assessment review in which the Dean and your team members will meet to determine completion of the program and all documents are submitted. The student representative will monitor a candidate's requirement process. The student representative and Curriculum Advisor will meet regularly to discuss progress and requirement mandates. A student transcript is developed as the candidate works through the license process. Based on these meetings the Curriculum Advisor makes the recommendation about the areas where the candidate will need further development and/or information. The Advisor collects information and once requirements are met, forwards that information to the Dean. Finally the Dean meets with advisor and student representative about the candidate's portfolio and reviews information collected and makes a recommendation about awarding the license. The student representative opens the meeting explaining procedures to be used and verifies in writing that all requirements and procedures have been observed. During the meeting, the team will present information, discussing and developing a complete transcript for the license award.

Student ID: _____ Student Name: _____

Completion Checklist:

NOTE: Please ensure all processes are completed for your level of credential.

☐**Application and Assessment Completed:**

1. App Date: _____
2. Assessment Date: _____

☐**Core Course(s) Completed:**

1. Course 1 Date: _____
   (For all students)
2. Course 2 Date: _____
   (For supervisor credential students only)
3. Course 3 Date: _____
   (For License Students Only)

☐**Portfolio Complete:**

Date: _____

☐**Student Practicum Completed:**

Date: _____
(For License Students Only)

☐**Assessment and Board Review Started**

Date: _____
(For License Students Only)

☐**License Award Meeting Set**

Date: _____
(For all Students)

NOTE: *Students need to contact Student Services to get dates for assessment, board review and award meeting.*

NOTES:

Courses listed by Content Area: *(All courses listed here are online only!)*

Assessment:

ASM228 – Early Childhood Environment Rating Scale (ECERS) 5 Credits

The Early Childhood Environment Rating Scales (ECERS) Training is a quality assessment training designed for preschool and child care classroom staff serving children 2 and a half through 5 years of age. The course provides students with the how's and when's to use each tool, the scoring process and practice in scoring a variety of items. The course will also encompass the expanded ECERS-R which consist of 43 items. Students will learn about the changes that include new interaction items, additional curriculum items such as use of electronic media and promotion of acceptance of diversity, more inclusive and culturally sensitive indicators, and more items focusing on staff needs.

ASM229 – Classroom Assessment Scoring System(CLASS) 5 Credits

This course will help teach students the skills to use the CLASS instrument to assess classroom quality. The course will provide information on the theoretical and empirical foundations of CLASS as well as procedures to familiarize students with CLASS dimensions, such as helping students practice coding from master-coded video, and complete an observation reliability test. During the training students will learn about the common metric and vocabulary that is used to describe various aspects of quality across early childhood.

ASM191 - Early Language Literacy Classroom Observations (ELLCO) 5 Credits

This course provides you with an overview of the ELLCO system and an opportunity to practice using the ELLCO with written scenarios and video vignettes. Participants will learn strategies to specifically address the role of environmental factors in early literacy and language development. This course will provide you with comprehensive introduction on how to use ELLCO and allow you to prepare for classroom observation by familiarizing you with the classroom environments and interacting with children and rate the quality of classroom supports for literacy through age-specific observation elements.

COMMUNITY PARTNERSHIPS

CP140 - Community Partnerships: Developing Effective Resource Collaborations 5 Credits

This course is designed to concentrate on the significance of building strong relationships both within Head Start and the broader community. It will illustrate how positive relationships among staff, family and community organizations provide critical support for Head Start families. It will show how improving staff understanding and skills can enhance the ability of Head Start staff to support families and achieve goals.

CP241 - Conducting Community-wide Strategic Planning & Needs Assessment **5 Credits**

This course is designed to assist students in the development of community assessment. Students will learn the items required in the community assessment in accordance with the Head Start Performance Standards. They will learn how to determine the information of data to collect and which collection processes to use for the community assessment. Actual data and sample community assessments will be presented to help students understand how to interpret data and draw conclusions.

CURRICULUMS

CUR146 - Individualizing in Head Start **5 Credits**

This course focuses on the concept of letting the child make choices and decisions for him/herself. It emphasizes the importance of team work on the part of parents and staff in the growth and development of each child. Participants will learn the concepts that early childhood curriculum relates to the child's whole interaction with the world and that children learn through active involvement. Emphasis will be placed on the fact that the curriculum must cover all areas of development including intellectual, emotional, physical and social development.

DISABILITIES

DIS149 - Managing Disabilities Services **5 Credits**

This course is designed to provide students with the skills and knowledge needed to plan and implement integrated systems, support and services for children with disabilities. The course focuses on team building, documentation and record keeping, collaborating on the development and implementation of the disabilities services plan, formalizing relationships with LEA's and other service providers, strengthening advocacy and negotiation skills and compliance with Section 504 and the Americans with Disabilities Act.

DIS219 - Managing Challenging Behaviors **5 Credits**

This course is designed to ground students in the essentials of promoting child development for children who display behavior problems. It gives students an understanding of the basic principals of the social-emotional domain and how it relates to classroom activities. Students will learn how to utilize classroom preventive practices, design strategies for teaching, and implement interventions practices.

DIS319 - Positive Behavior Intervention **5 Credits**

This course is designed to ground students in the essentials of promoting child development for children who display behavior problems. It gives students an understanding of the basic principals of the social-emotional domain and how it relates to classroom activities. Students will learn how to utilize classroom preventive practices, design strategies for teaching, and implement interventions practices.

EARLY HEAD START

EHS161 - EHS Partnership Agreements **5 Credits**

This course reinforces Early Head Start's role as a family support program and defines the frame work for supporting families. The concept and principles of supporting EHS families are presented along with the skills necessary to develop those relationships through the EHS process. The course focuses on those skills needed in the family goal setting process that support family development through: learning from significant life events, identifying support, setting goals and objectives and writing and implementing a family plan and providing follow-up services.

EHS262 - Home Visits: Being Effective **5 Credits**

This course provides detailed strategies and information about the role of home visits. The course offers best practices on how to use the home visit to establish and maintain partnerships with families, how to use the home as a learning environment to engage parents in planning and assessing family activities.

FACILITIES

FAC163 - Head Start Facilities: Assessing for Compliance **5 Credits**

This course will provided students with tools to assess their existing facilities in order to make needed improvements and to secure space for expansion. Participants will get strategic information, checklist and worksheets for facilities assessment and planning. In-depth coverage on assessing compliance issues, facilities design and funding will be covered.

FAC239 - Understanding Head Start Facilities Requirements: PS 1309 **5 Credits**

This courses provides clear and concise understanding for procedures for applying for Head Start grant funds to purchase, construct or make major renovations to facilities which operate Head Starts. Participants will get detailed information about what measures must be taken to protect the Federal interest in such facilities purchased, constructed or renovated with Head Start grant funds.

FAMILY ENGAGEMENTS & FAMILY SERVICES

FE168 - Communicating with Families **5 Credits**

This course is designed to ground students in the essentials of communicating with families. Students will learn about Head Start communication systems, keys to effective communication, approaches for speaking and listening, how to convey respect, techniques for moving conversations along and practical skills for making written communication more successful.

FE269 - Dealing with Conflict **5 Credits**

This course will give students expert advice on the sticky issues of dealing with conflict. Students will learn practical solutions for how to recognize the 15 warning signs that a problem is brewing, how to act—*not react*—in a negative situation, how to offer constructive feedback, how to choose the right intervention technique—from counseling and coaching to formal meetings.

FE115 - Family Services: Understanding Family Support **5 Credits**

This course is for new and experienced family workers and support staff. The course will provide guidance for the roles of a family support program and define the framework for supporting families. The concepts and principles of supporting families are presented along with the skills necessary to develop relationships with families which enhance family support.

FE114 - Developing Family Goal Statements **5 Credits**

This course is for new and experienced family service and support staff. This course focuses on the skills of family goal setting process that support family development. Students will learn about family self-sufficiency goals, how to use techniques to identify family needs and strengths, and how to develop and implement.

FE373 - Supporting Families affected by Substance Abuse **5 Credits**

This course provides guidance and useful insights on supporting both children and families affected by substance abuse. Students will be provided strategies and best practices for staff training, parent education, policy development and the community partnerships. The course will also provide information strategies for supporting staff who work with children affected by substance abuse so they can bring about change and improvement. Participants will get information about children at risk who display significant behavior and learning challenges.

FE117 - Family Partnership: Empowering Parents **5 Credits**

This course presents students with ways to identify and meet parent goals while nurturing the development of their children in the context of family culture. Students will learn how to address family goal setting through the family partnership agreement process, access to community services and resources, services to pregnant women and parent involvement.

FE118 - Working with Families **5 Credits**

This course will be your area plan for parent-focused support that will help you understand and use methods to build respectful relationships with families. Students will learn how to incorporate best practices and procedures for maintaining ongoing relationships with families based on trust. Students will learn how to complete family assessments that can be used to develop individualized family partnership agreements.

FE376 Family Literacy: Supporting Family Literacy **5 Credits**
This course is specifically designed to broaden the idea of "parents as teachers" beyond the instructional role parent's play, by looking at the entire family learning environment. Students will look at ways programs can support family learning experiences as they naturally occur.

FE225 - Customer Service: Being Family Friendly **5 Credits**
This course will provide comprehensive strategies for handling customer situations. Students will be given practical tools to improve customer service skills and attitudes in working with families in Head Start. Head Start customer service can be either a positive influence or a destructive force for families. Head Start staff represents the first contact that the families have with the agency and this is where the family's opinion of an agency is formed.

FE370 - Dealing with Families in Crisis **5 Credits**
This course provides students with a framework for understanding, identifying and responding to family crises. This course provides participants with the opportunity to explore safety issues posed by crisis situations; to learn strategies for reducing personal risk; and to learn strategies aimed at preventing crises in vulnerable families.

FISCAL

FS121 - Financial Management: Accountability **5 Credits**
This course will focus on the revised Head Start Fiscal Protocol. This training will help programs understand the responsibility of governing bodies in developing and implementing effective policies and procedures to provide reasonable assurance that Head Start funds are used solely for their authorized purpose. Students will be presented monitoring tools for annual review of the Fiscal Protocol to ensure compliance with applicable fiscal laws and regulations.

HEALTH SERVICES

HS114 - Managing Comprehensive Health Services **5 Credits**
This course is designed for newly hired health services staff. This course will help students effectively track and monitor comprehensive health services. Participants will learn how to understand requirements as described in the Head Start performance standards as well as how to break down barriers in order to successfully partnership with both parents and providers so that children can get the health care they need.

HS212 - Health Services For Family Workers **5 Credits**
This course is designed to help family workers to effectively help families articulate child health issues and challenges and offer support systems to meet families needs. It is designed to give

those staff working with both parents methods of documenting and tracking health services as well as utilizing health plans with FPA process.

HUMAN RESOURCE MANAGEMENT

HRM190 - Being Professional: Communicating with Diplomacy 5 Credits

This course is designed to ensure you can handle the toughest questions with finesse and polish, to think on your feet in meetings, interviews and impromptu presentations, to use diplomatic ways to deliver bad news without creating bad feelings, project an aura of confidence and power, to use strategies for dealing with difficult people and to use techniques for maintaining your composure when you feel like losing your cool.

HRM188 - Dealing Effectively with Unacceptable Employee Behavior 5 Credits

This course will give you expert advice on the sticky issue of disciplining workers whose performance just doesn't measure up. You will learn practical solutions for correcting problems and how to achieve optimum productivity in your program. Participants will get hands-on strategies of handling the discipline process, from recognizing the problem and assessing its severity, to intervention strategies and to formal termination procedures. This training is designed for anyone who manages, supervises or leads difficult employees giving you proven strategies for identifying non-performers and turning that behavior around.

HRM299 - Managing & Supervising Employees 5 Credits

This course will give you expert advice on speaking, writing, and communicating—clearly and tactfully. Participants learn how to deal quickly with performance problems, give criticism that creates positive behaviors as well as build inner strength in employees.

HRM389 - Managing Emotions Under Pressure 5 Credits

This course is designed to help you learn how to stay cool, calm and unflappable no matter how much pressure you are under. Participants will learn how to keep anger under control so they never "lose it" and regret it later, stop taking setbacks personally--learn to bounce back quickly, manage the stress of job change by "going with the flow", put the power of self-discipline and healthy routines to work in their personal life and stay un-frazzled and productive through high-pressure periods.

HSU MANAGEMENT SYSTEMS

MS136 - Program Monitoring & Self- Assessment 5 Credits

This in-depth two day course introduces Head Start agencies to the skills and concepts to establish a self-assessment or monitoring system in their agencies. Students will develop skills and methods for setting up a monitoring process, implementing program self-assessments, establishing a management task team, handling conflict during the assessment process, collecting data and establishing a written plan and setting up monitoring systems and report systems.

MS101 - PROMIS : Understanding the PROMIS System 5 Credits
This course is designed for staff new to PROMIS. It will help staff understand the eligibility requirement as well as enrollment of children and families in the program. It will also help staff to understand the requirements for attendance. Students attending this course will be given a brief overview of PROMIS and what is required in a federal review/audit.

MS201 HSU: Implementing the PROMIS System 5 Credits
The next level for administrators is crucial to consistent implementation of HSFIS. HS University has designed this course for staff who have attended PROMIS Level I or who have six months or more experience in the PROMIS environment. The basis of the training is to ensure full programmatic implementation of PROMIS within the Head Start programs. The focus is on designing forms, procedures, policies and tracking systems to ensure compliance.

MS321 - PROMIS: Managing the PROMIS System 5 Credits
This course is designed for staff who manage PROMIS systems. The course will focus on giving participants the correct strategies for managing processes and reporting on progress of program effectiveness. Students will learn how to design forms and reports to manage PROMIS. Charts and graphs will be given to help staff in managing accountability to federal, local and state grantors. Students will learn how to manage PROMIS process, to monitor PROMIS for both PIR reporting and annual reporting.

MS230 - ABCD's of Head Start Recruitment 5 Credits
An important element of effective family recruitment is that families are encouraged to apply to Head Start. The more involved prospective families are in your process, the more committed they will be to the Head Start program. This practice lies at the heart of family-specific recruitment—a recruitment method that personalizes families, recognizes that families are in the best position to know which programs will fit best in their families, and allows families to take ownership in the Head Start program. This course will provide participants with strategies and best practices for effective recruitment procedures and policies.

MS226 - Designing Effective Recruitment Material 5 Credits
Around the U.S. Head Start budgets are shrinking at an alarming rate. At the same time, the number of children who need Head Start is rising. The good news is that you and your agency or organization can successfully recruit families without going broke. The trick is to maximize resources and create opportunities. This course will focus on helping participants design and implement recruitment strategies on small budgets.

MENTAL HEALTH SERVICES

MH122 - Mental Health Services: Meeting Federal and State Requirement **5 Credits**

This training is designed to provide students with a process of reflecting on their own practice of dealing with families experiencing mental problems, assessing difficult situations and designing interventions through collaborative problem solving.

NUTRITION SERVICES

NUT205 - Nutrition Education for Food Service Personnel **5 Credits**

This course is designed for foodservice workers whose primary responsibility is the daily feeding of young children in child care programs. The course can be delivered as in-service training of foodservice staff in Head Start.

PARENT ENGAGEMENT

PI206 - Parent Involvement: Effective Parent Meetings **5 Credits**

Successful meeting techniques encompass both meeting planning and running effective meetings. This course includes both the basics of meeting management, such as site selection, agenda planning, materials and development and peripheral considerations such as day care arrangements and refreshments. The course will acquaint students with meeting planning and effective meeting strategies that can be utilized in a variety of meeting environments, from staff, policy council or parent meetings, to planning an event or conference.

PI108 - Parents as Partners: Collaborative Decision **5 Credits**

This course provides strategies and best practices on how to work together as a team, respecting each other's unique contribution to the group process and to the Head Start program. The course focuses on creating a climate for decision making partnerships, building trusting relationships among team members and decision making strategies.

GOVERNANCE & MANAGEMENT SYSTEMS

MS209 - Policy Clarifications - Understanding the Gray Areas **5 Credits**

This course focuses on policy clarifications issued by Office of Head Start. The course will give an in-depth overview all of the clarifications, and discuss those clarifications that effect Head Start programs the most. The course is divided into 12 modules from administration to transportation. The focus will be on each clarification and how the clarifications affect management and operation of the Head Start program.

MS301 - Protocol: Preparing for a Federal Review **5 Credits**

This course is designed to help you prepare and adequately identify staff roles in the Federal review process. You will learn what materials should be assembled and in hand for Federal on-site reviewers. You will also be equipped with materials, strategies and techniques to better prepare staff, parents and partners for the review process. Participants will get the latest version of the Head Start Act.

MS210 - Understanding Program Governance **5 Credits**

This course focuses on those responsible for understanding and complying with requirements of specific roles for governing boards, policy council/policy committees and parent committees. The course includes sample forms and handouts which can be used to implement procedures; you will get an illustrated understanding of the components of effective team-building; and how to deliver the elements of leadership development. The course will contain an extensive section on the effective implementation of parent committees, and an enhanced Board.

MS212 - Robert's Rule of Order: **Bringing Order to Meetings** **5 Credits**

This course includes parliamentary procedures that provide processes through which policy meetings can work out satisfactory solutions to the greatest number of questions in the least amount of time. It will help students with detail and complexity to make policy meetings go smoothly when everyone is in agreement. It offers participants the core contents that can penetrate more deeply in Head Start culture.

SAFETY

SAF180 - Safety First: ABCs of Childhood Injuries **5 Credits**

This course will increase your skills in dealing with injuries in your program. Participants will: understand the common causes of injuries and their relationship to child development, create a safe environment in the classroom and at home, teach safety practices to other staff, children and families, prepare policies, procedures and provisions for emergencies, properly assess, care for and document injuries in their program, and support children, parents and staff in their recovery from emergencies and injuries.

SAF181 - The Head Start Playground: Ensuring Safety **5 Credits**

181This course will increase the skills of Head Start staff in preventing and dealing with playground injuries in their program. The course will help staff to: understand the common causes of playground injuries and their relationship to child development; create a safe environment on the Head Start playground; teach safety practices to other staff, children and families; prepare policies, procedures and provisions for emergencies; properly assess, care for and document injuries in their program; and support children, parents and staff in their recovery from emergencies and injuries.

TRANSITIONS

TRZ220 - Transition Planning: A Collaborative Process **5 Credits**

This course will familiarize all staff with the elements and requirements of effective program transitions for infants, toddlers and preschoolers; increase staff and parent skills that support children and families preparing for transition; and help staff and families identify specific practices that they can implement to support transition. The course provides the tools and skill-development necessary to plan and implement successful transition activities from different early childhood settings, such as from Early Head Start to Head Start and from Head Start to elementary school.

TRZ221 - Preparing Parents For Transitions **5 Credits**

This course will help you to enable parents so they can fully understand their roles, rights and responsibilities and to develop communication and advocacy skills necessary throughout their child's education.

TRANSPORTATIONS

FAC165 - Understanding Transportation Requirements: PS 1310 **5 Credits**

This courses provides clear and concise understanding for requirements on regulations on safety features and the safe operation of vehicles used to transport children participating in Head Start and Early Head Start programs. Participants will get detailed understanding of what is required in pedestrian safety and the standards for coordinating transportation resources to control costs and to improve the quality and the availability of transportation services.

TRN266 - ABCs of School Bus Safety **5 Credits**

This course is designed to cultivate conscientious, safety-minded school bus drivers in Head Start programs. The course includes a comprehensive 10 lesson program developed to stress school bus passenger safety. The course will cover: The Driver , Driver Conduct, liability, Pre-tripping your bus, Vehicle design and construction, School Bus operations, Student Management, Accidents, Emergencies, Natural Disasters Procedures, Man-made Disaster Procedures, School Bus Evacuation, Universal Precautions for preventing the spread of infections diseases of body fluid and First Aid.

VOLUNTEER

VOL222 - Designing Volunteer Recruitment Projects **5 Credits**

This course will help you to design and implement effective volunteer recruitment projects. Volunteers are a necessary and extremely helpful for a healthy community. People from all walks of life donate their time and effort to various causes, day and night, every day of the year. This course will help participants in mobilizing community resources and expanding capacity through volunteers, also enhance an organization's general profile, which can attract more volunteers, program participants, and funds.

Program Overview

PROGRAM OVERVIEW

The Credential and License program at HS University is designed to give Head Start professionals the opportunity to develop and improve their management skills and competencies. The program foundation is designed to build strong, committed governing bodies, policy groups, and management teams that provide effective leadership and oversight, and to develop energetic, well-qualified professional staff who possess the skills and experience needed to provide high-quality, comprehensive services to children and families. The program also focuses on effective systems and procedures, including planning, communication, record- keeping/reporting, and human resource management systems that support program services. Participants learn how to use ongoing self-assessment and monitoring tools to identify and correct program weaknesses. The curriculum presents students with dynamic organizational structures that encourage a team approach to service delivery.

Every module in the Credential and License program plays a crucial role in helping staff meet the challenges of building a quality Head Start program by providing exceptional learning opportunities. The Credential and License program will help management professionals understand their mission and how it guides the program's operation, how their ability to work as a team and fulfill their job responsibilities achieves the mission, and how personal responsibility for their own professional growth and development ensures program quality. Leadership and Management in Head Start programs form the foundation that is needed to provide children and families with quality services. To manage well, each Head Start professional needs to understand how to apply the dimensions of planning, organizing, influencing and evaluating.

The credential and license program has four (4) basic threads:

1. Partner with key management staff, the governing body, and the policy council to develop, review, and approve policies and procedures
2. Develop and implement a planning process in consultation with the governing body, policy groups, program staff, and other community organizations
3. Establish and maintain effective systems for communication, recordkeeping, reporting, and monitoring
4. Communicate with all parents enrolled and encourage their participation in the program

Program Mission

PROGRAM MISSION

The Credential and License program is a major national effort initiated by HS University to examine the distinctive characteristics leaders must develop to succeed in Head Start and to create a model of leadership within programs. Participants will develop a clear mission that is understood by everyone, an unwavering focus on quality improvement and an approach to service delivery where successful outcomes are assured.

The program mission is to focus on quality that leads to improvement of all the systems and processes. The Credential and License program is based on the premise that establishing efficient leadership is essential to excellence in service. The program has four themes:

1. Management in Head Start is a team process that requires leaders to understand roles and responsibilities.

2. Everyone needs management skills. Recognizing, demonstrating, refining, and applying these skills results in a strong team effort.

3. Managers and leaders play a crucial part in achieving program quality.

4. Change is a natural part of program growth and development. The ability to contribute and adapt to change can produce a high-quality program.

Program Objectives

PROGRAM OBJECTIVES

Through a carefully constructed series of leadership training sessions that blend lectures with e-learning, case studies, videos, group workshops, and individual exercises, participants will balance thought-provoking debate and analysis with assessment and program development. The faculty for the Credential and License program—drawn entirely from current Head Start management employees—creates a learning environment that is invigorating, demanding, and productive. Participants enrolled in the program will be challenged and motivated, sharing ideas and forging professional networks that help to network with other programs within the Head Start community. The program is designed around three levels of knowledge and skill attainment. A candidate can acquire a level of competency that matches his or her current position. As each candidate advances, they acquire new competency-based skills.

Graduates of HS University's credential/license program will be able to demonstrate competency in the following areas.

- Identify four basic management dimensions - planning, organizing, influencing, and evaluating
- Recognize how staff values influence program values
- Assess how critical roles are to achieving their program mission
- Identify and implement the elements of a quality Head Start program and the steps needed to continuously improve program quality

Program Options

PROGRAM OPTIONS

HS University's Credential and License program is the next progression level in a Head Start employee's career. Beyond the educational degree, the Credential and License program is a sign of professional commitment and achievement on a national level. The program represents a "plus" factor of certifying knowledge and experience and is recognized as a program with a commitment of excellence in service.

A connection exists between values and the work one chooses to do. Managers and leaders give their time and talent to Head Start programs because of an intrinsic attraction and personal reward—because Head Start fits with what they believe is good and worthwhile. Anything good and worthwhile deserves the best management foundation. The Credential and License program establishes the foundation for reinforcing the management skills of Head Start professionals. The program is designed around three tier levels of knowledge and skill attainment.

- ## Tier 1 - Administrative Credential

  An administrative credential is a "training certification" of qualifications of skilled professionals in Head Start. Participants at this level learn to access leadership skills used in Head Start programs. This level focuses on the dimensions of leadership in Head Start and participants recognize their role in the leadership process. Here, the concepts of shared values are linked with the process of a leadership approach to service delivery. Participants are provided with an opportunity to identify leadership roles in achieving a program's mission as well as viewing themselves, as social leaders to better understand how to work holistically with their community. Students enrolled in this level must meet the education requirement of 15 CECs (Continuing Education Credits) or 5 credit hours of training.

- ## Tier 2 - Supervisor Credential

  A supervisor credential is an "academic certification" of qualifications of skilled professionals in Head Start. Participants at this level learn practical tips, techniques and solutions needed for supervisory success. This level focuses on the unique challenges you face every day as a manager or supervisor and offers solutions to help managers and supervisors build a solid foundation for approaching challenges of how to work through staff conflict and difficult behaviors as well as confidentiality.

  As supervisory professionals, you will be able to perform credential training for your program staff. Supervisory professionals can deliver HS University Official Curriculum to their program staff. All supervisory professionals must adhere to the trainer's professional code of ethics and sign a trainer's agreement form. All training work must utilize HS University's Official Curriculum (HSOC) as well as purchase HSOC courseware manuals.

- **Methodology – Behavioral based skill acquisition -** In this program, participants are shown practices of what to do, how to do it and when to do it. Practice, coaching and more practice in our 6 hour classroom modules are designed to facilitate behavioral-based skill acquisition. Participants document and then develop and practice on their own cases, solidifying the transition of learning to where it counts... at the program.

- **Online component – Skills reinforcement -** We are unique with how our 5 week online management learning was developed. The cognitive content of the classroom modules has been extracted and placed in our online program. The online reinforcement training helps move managers through the skills to reinforce and use the skills learned in a classroom setting. Using the online learning for the cognitive phase of learning allows Head Start programs who cannot have staff away for weeks of training to significantly reduce the time required in the classroom for the practice and discussion by using our blended learning program.

The online supervisor program covers the same skills and draws from the same in-class examples, providing superb reinforcement, refresher training and ramp-up training. Here are some modules covered:

- **Essential Skills of Leadership (ESL)** -- the first foundation module. Skills developed here are used in each subsequent module. Participants develop the skills needed to maintain a team member's self-esteem (even when there is bad news), maintain a focus on observable behavior (and staying away from perceived intent and attitudes), and more.
- **Essential skills of Communicating (ESC)** -- the second foundation module. Again, the specific skills developed in this module are critical to the success of subsequent modules. Among others, they include the skills needed to establish an atmosphere of open communication, and some very specific active listening skills.
- **Developing Performance Goals and Standards**-- Participants develop the skills to jointly and collaboratively establish SMART goals and agree upon objective standards with their team members which focus upon both the needs of the organization and the needs of the people.
- **Providing Performance Feedback** -- Each of us needs feedback about how what we are doing is being received. Participants learn specific steps to ensure feedback is effective and leads to committed future performance.
- **Improving Work Habits** -- Participants learn the skills needed to deal effectively with some of the toughest issues a leader must get involved with...hygiene, tardiness, sloppiness, etc, while maintaining the self-esteem and gaining the commitment of the team member.
- **Coaching Job Skills** -- Coaching job skills is a lot more involved than just talking to someone. Participants learn and practice a step-by-step approach...the skills necessary to provide outstanding results.

- **Delegating** -When, to whom, why and how should a leader delegate for the process to be effective? Participants learn the answers and practice the skills.
- **Effective Discipline** -- If it's not positive, it's punishment, not discipline. Participants learn the skills needed to get the staff to acknowledge the situation, help provide answers for a solution and become committed enough to follow-through.
- **Managing Complaints** -- Participants learn how to capitalize upon complaints, how to effectively deal with them, and to look forward to the opportunity to deal with the issues which often underlie the stated complaint.
- **Supporting Change** -- Change is a constant, but people need to be involved and be supported as the changes occur. Participants learn the necessary skills to accomplish both.
- **Resolving Conflict** -- Conflicts between team members can adversely impact any organization. Participants learn the specific skills to diffuse the situation, reframe the discussion, and collaboratively establish a working relationship that at least does not interfere with productivity.
- **Communicating Up** -- Our most popular module with senior leaders. Participants learn to understand that it is their responsibility to determine what their leaders want and how they want it. It is also their responsibility to not only identify problems to their leaders, but to bring well-organized and well-staffed solutions to them.

Students enrolled in this level must meet the education requirement of 30 CECs (Continuing Education Credits) or 10 credit hours of training.

- ## Tier 3 - Management License

  Managers are the linking pin between strategy and execution, the number-one determinant of staff satisfaction. Yet, they are often unprepared for the demands of their role. The Management License equips managers with the ideas and skills that create success and high performance. Topics include performance planning, diagnosing performance issues, giving feedback, coaching, mentoring, appraising performance, interpersonal skills, managing conflict, and motivating employees.

  A management license is a "collegiate diploma." It is a post-secondary academic process of establishing the qualifications of skilled professionals in Head Start programs. The management license focuses on the importance of management quality and demonstrates how the achievement of quality management systems depends on shared Head Start values and an exemplary management team. Participants enrolled at this level will examine the characteristics of management systems, skills and techniques for personal effectiveness, stress management, creativity, problem solving, and program improvement that produce managers that contribute to the rigorous and relevant dimensions of planning, organizing, influencing and evaluating.

  A management license is a permission granted by the University to engage in an Head Start community's development through consulting, employee training, credentialing and

development, and other professional outreach activities. A management license is an advance degree-seeking certificate and can be used towards post-secondary degrees. This process is inclusive of the supervisor credential program but provides contribution to the intellectual development of the Head Start management community through rigorous and relevant scientific studies that they publish in premier scholarly journals. Students earn educational credits that are transferrable to advanced degrees.

A management license is a "permission to practice." As licensed professionals, you become an HS University Official Curriculum Trainer (HSOCTs). Our trainers are the premier technical and instructional experts in training and technical assistance services and Head Start regulations. Our trainers are able to administer HS University's Official Curriculum (HSOC) exams as well as work as field consultants. All licensed professionals must adhere to the trainer's professional code of ethics and sign a trainer's agreement form. All consulting work must utilize HS University's Official Curriculum as well as purchase HSOC courseware manuals. When you join this exclusive group of training and technical assistance professionals, you reap the benefits of training certification, including access to the complete library of official HSOC training outlines, agendas, forms; substantial discounts on training manuals, ready-to-use PowerPoint presentations; readiness resources and access to a members-only online community; and invitations to exclusive events and programs that will allow you to perform trainings for your program staff.

Our trainers gain access to the trainer's member site, which provides the latest news and resources, including trainer readiness resources, announcements about exams and HSOC training and credentials, and trainer's program logos. The member site also provides access to the following trainer's benefits:

- **Trainer Station.** Exclusive to trainers, the Trainer Station offers both technical readiness and trainer training materials to help trainers prepare for teaching courses, plus easy access to resources. In addition, the Trainer Station helps trainers stay up to date on the latest news.
- **Trainer prep kits.** Access online trainer preparation packs containing helpful downloadable content for teaching courseware, including videos and courseware content, in a helpful word format.
- **Download Center.** Receive comprehensive access to the entire library of training and certification materials.
- **Courseware Marketplace.** Access digital versions of available courses and student guides.
- **Trainer community.** Join exclusive private communities for peer support and networking, and communicate with the training and licensed team.

- **Courseware support.** Get direct support for questions on official training and credentials.

Students who are enrolled in a license program have an education requirement of 45 CECs (Continuing Education Credits) or 15 credit hours as well as a prior learning assessment and a student practicum.

Program Eligibility

PROGRAM ELIGIBILITY

In order to enroll into a credential or license program, a candidate must be someone who works in a federally supported program such as Head Start/Early Head Start, a school district, a community service program, a state sponsored program, a tribal or migrant/seasonal program or a private funded parent-infant education project. In addition to the requirement listed above, the following eligibility requirements must be met as part of the credential or license program.

A) Personal

- − Must be able to speak, read and write well enough to fulfill the responsibility of the chosen content area (i.e., HSU, Health, PFCE, Mental Health, etc.)
- − Must be able to participate in quarterly advisor meetings (via online, phone or in person) as well as curriculum enhancement training events
- − Must honor the University's code of ethics

B) Content Area

- − Must identify a credential area of content (i.e., HSU, Health, PFCE, Mental Health, etc.)
- − Must maintain up to 45 CECs (Continuing Education Credits) during the candidate's 3 years of certification
- − Must complete 120 clock hours of classroom experiences, including fieldwork practicum and/or training experiences
- − Must complete a practicum of content abilities (For license program only)

C) Education

- Must have a total of three formal or informal educational experiences
- Formal educational experiences can include trainings or courses given by an accredited university, college or vocational school. Each course counts as one educational experience
- Informal educational experiences can include workshops, seminars, conferences or in-service trainings. Each workshop or training counts as one educational experience.

Each candidates educational experiences must be verified in order to determine successful completion. The candidate's portfolio should list all educational experiences with copies of training certificates submitted.

D) Experience

- Must have had, within the past 2 years at least 40 hours of work experience within content area.
- Work experience must be on a continuing basis within chosen content area

E) Bilingual Specialization

In addition to meeting requirements listed above the candidate seeking the bilingual specialization must meet the following requirements:

- Be able to speak, read and write well enough in both English and Spanish and be able to understand and be understood by students
- Be able to work with students in a bilingual program where parents are helped to identify and state their bilingual questions.

Program Outcomes

Program Governance	What roles does the policy council Parent Committees have in the planning and development of content area in your program? How will your Agency train participants on the content area process?
Planning	How will you use the results of the Community Assessment, PIR, Self-Assessment, grant, and work plans to support the process? How will you involve parents in the planning, implementation and followup?
Communication	How will we keep parents informed about how to apply for admission in the program? How will the program incorporate the community in the content area process?
Record-Keeping & Reporting	What records will be used to track potential families in the program? What methods will be used to report vacancies?
Ongoing Monitoring	How will the program monitor content area and the quality of services? How will the program develop a monitoring tool for Center level and central level?
Self-Assessment	How will content area be intergrated into the annual self-assessment?
Human Resources	How should we choose the content area Team? What knowledge and skills are needed to be part of the team?
Fiscal Management	What community resources are available to support our content area process? Is there enough staff to support the content area process when fully implemented?

Program Guide Definitions

Definitions

Credential and Licensed Professionals (CLPs) are qualified individuals and credentialed by HS University to deliver HSU Official Curriculum or CLP® Training instructor-led courses.

HSU courses refer to courseware developed by HS University for a variety of audiences by using the following:

- **HSU Official Curriculum (EOC) and Credential and Licensed Network (ECN) Training** courseware educates HSU professionals who develop with, support, and implement OHS regulations, implementations, and solutions.
- **HSU Solutions Framework (ESF) and HSU Operations Framework (EOF)** courseware delivers HSU training to develop and integrate HSU solutions in a timely and efficient manner, using best practices contributed by HSU solutions, HSU Consulting Services, and HSU Partners.
- **Academic Learning Series (ALS)** courseware is designed specifically for the academic community. Materials are divided into lessons appropriate to be delivered over several weeks.

HSU authorized education channels include HSU Certified Technical Education Centers (HSU CTEC), HSU Certified Partners, and the HSU IT Academy Program. As an CLP, you will primarily teach computer professionals within the HSU CTEC channel; however, your CLP credential will be highly valued by HSU Certified Partners and in academic channels.

HSU Certified Technical Education Centers (HSU CTECs) are the premier training channel authorized to deliver HSU courses to computer professionals. These companies are HSU Certified Partners who meet special requirements that guarantee the proper hardware, Professional, and training environment for HSU courses.

HSU IT Academy Program (IT Academy) includes accredited institutions that are authorized to deliver HSU courses (less than 12 hours per week) to students enrolled at that institution.

HSU Certified Partners are independent companies that encompass a broad range of expertise and vendor affiliations. These companies are authorized to purchase HSU courses and may offer training as part of a larger customer solution or provide public training courses. They are not held to the same standard as HSU CTECs.

CLP program year runs from October 1, until September 30, of the following year. All program requirements must be met during this period.