Leadership Development and Management Program (Enrollment Handbook)

Professional Recognition through Performance
A complete management and leadership development program for Head Start professionals!
CLPE Ver. 1
Program Enrollment Handbook
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Edited in accordance with HS University editorial standards and practices.

Leadership Development and Management Program
Version 001
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INTRODUCTION

This handbook serves as a resource for enrollment into the Leadership Development and Management (LDM) program at HS University.

You are advised to use this handbook as a guide to effectively participate in the program.

Please note: The information in this handbook is subject to change. In case of any discrepancies between the information provided here and official HS University policies, the official policies will prevail.

PROGRAM OVERVIEW

The Leadership Development and Management (LDM) 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 LDM program plays a crucial role in helping staff meet the challenges of building a quality Head Start program by providing exceptional learning opportunities. The LDM 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

The Leadership Development and Management (LDM) 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 LDM 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

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 LDM 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 LDM 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**

HS University's Leadership Development and Management (LDM) program is the next progression level in a Head Start employee’s career. Beyond the educational degree, the LDM 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 LDM 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
research. Our graduates are nationally recognized for the research 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

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., ERSEA, 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., ERSEA, 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 candidate’s 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 ENROLLMENT

There are seven (7) stages involved in the enrollment process. These stages are depicted below.

1. **Candidate application**
   Any interested candidate who meets eligibility requirements may request a packet of application material from the University. The cost is $45 and will be deducted from your application fee. The University cannot accept any monies from students. Payment of this fee must be made through the candidates sponsoring agency, school or program. The packet contains the instructions and forms needed for the next stage of the enrollment process. The enrollment process requires a completed candidate application form and full payment of the application fee. This is non-refundable. The candidate application fee is $485.00 for each candidate seeking a credential or license.

2. **Training Requirements**
   Once your application is completed and enrollment fees are paid, a candidate will be assigned a student representative to serve as part of the Training Assessment (TA) team. Each candidate must meet the training requirement of the credential or license. During the training assessment, the candidate must complete Prior Learning Assessment (PLA) of the candidate’s applicable training submitted to the TA team for verification of meeting training requirements.
   - In order to receive a credential, a candidate must complete 15 training units or 5 credit hours of training.
   - In order to receive a license, a candidate must complete 30 training units or 10 credit hours of training. License candidates can use several modalities in order to meet the training requirement. Training can be met in workshops, conferences, at a University campus and utilizing the online training modality.

   All training requirements must be met within a 12 month period. However, a candidate can complete the requirements in a shorter period of time or the candidate can pace the assessment to suit his or her own situation. A candidate can move through the requirement as quickly or gradually as he or she is able. Some candidates complete these requirements in a few months, many others take the full year.

3. **Practicum Requirement (For License Candidates Only)**
   Each license candidate must complete a practicum of 120 clock hours of their chosen content area. The practicum requirement includes 3 weeks of 40 clock hours of supervised practical application of previously studied theory or 6 weeks of 20 clock hours of supervised practical application of previously studied theory. Practicum must meet all of the following conditions to be determined as completed. Each candidate’s practicum:
   - Must be in the candidate’s chosen content area or a similar or related field. Students must check with the University to ensure practicum meets the University’s definition of related-to their chosen content area
4. **Online Train the Trainer Course**
Each candidate will be required to complete a 5 week online train the trainer course. The train the trainer course helps candidates obtain methods and strategies for designing, supporting and training staff in their content area. This training helps a candidate acquire the skills needed for developing and conducting training events within their program. Skill mastery and assessment will focus on student-teacher methodologies and learner comprehension. The train the trainer course helps candidates deliver knowledge learned in training courses to a classroom environment. Candidates will learn strategies for assessment of program training needs and professional development plans for program staff. All credential and license professionals may deliver the University’s credential courses at their program location. Only licensed professionals are allowed to administer the exam process.

5. **Examination Requirement**
Each candidate must complete the required exams with a passing score of 75% or above. Each exam consist of 25-50 multiple choice questions. Exam cost is $185.00 per exam. The credential program requires two (2) exams. The license program requires four (4) exams. All exam requirements must be completed within a 12 month period. The timeframe starts once the candidate application and fee is received. Exams will be given in online formats unless candidate specifically request in writing for a written exam. When requesting written exams, a candidate must notify the University of exam location and a licensed field advisor must be present during written exam. Each candidate will be allowed up to 120 minutes to complete an exam.

A credentialed or licensed professional may be required to complete a retest exam. Retest exams are given to credentialed and licensed professionals who are in good standing with the University. Retest exams are given when license requirements have procedural or standards changes. Retest exams are also given when a current exam is deleted or updated. Retest exam cost is $85.00. Each candidate will be allowed up to 120 minutes to complete an exam.

6. **Team Evaluation**
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 credential or 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 credential or 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 credential award.

7. **Credential Award**
   After the team evaluation is completed, the student representative collects the assessment materials and written profile and forwards them to the Dean. If the requirements are incomplete and the team has followed procedures, the Dean will deny the credential award and the candidate is notified in writing within 10 business days of decision. If requirements are not met, the advisor will recommend the candidate reapply and inform him/her of appeals procedures. If requirements are met, the credential award is given and the official credential or license is sent to the candidate within four (4) to six (6) weeks of decision. A credential or license candidate must maintain forty (40) hours of training or 15 credits yearly during the next two years.

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**Transferring to the LDM Program**

**Do you have a credential already?** Having a credential is an important step for Head Start employees and is a costly aspect for a program. HS University understands that many programs would like to utilize the commitment previously made. That is why the University will allow individuals who already have a credential from another program transfer that credential to the LDM program. Because HS University’s credential and license is a "collegiate diploma," candidates will have to complete steps to ensure that credential meets the academic standards the university has established. The LDM program is a post-secondary academic process of establishing the qualifications of professionals in Early Childhood programs. Our program is designed to meet the Department of Education’s post-secondary requirement thereby requiring each graduate must meet a set of education clock hours and examination standards. To complete the upgrade process, candidates will be assessed for specific skill level and knowledge of regulations as well as a review of a candidate's education background and experience.

To upgrade your credential to HS University’s credential, you must complete the following five (5) steps:

1. Complete an upgrade enrollment form and pay upgrade fee – Each candidate must complete an Upgrade Enrollment Form and pay upgrade fee. Upgrade fees are non-refundable.

2. Attend a 3 day training event provided by the University in credential content area. License candidates must participate in a 5 week online train the trainer course. License candidates will be able to deliver the course and administer exams to their program staff as well as deliver official University training events.

3. Complete a prior learning assessment (PLA) form. The PLA form allows you to apply relevant learning, and work and life experiences toward credential or license requirements through the Prior Learning Assessment (PLA) process.
4. Prepare a written “self-appraisal” – The written “self-appraisal” must include an updated autobiographical statement and a description of the renewal candidate’s professional development activities, i.e., trainings, seminars or webinars that can be applied toward renewal CECs. All candidates must provide copies of training certificates for each event completed outside HS University.

5. Contact student representative or advisor – Each upgrade candidate must contact their student representative or advisor to discuss submittal of documentation meeting upgrade requirements. Required documents should be submitted within three (3) months of attending a training.

Once you have completed the steps above, a team assessment will be completed. The team assessment will consist of a team formation that meets to evaluate a collection of candidate information which includes self-appraisal, renewal form, and PLA form. When planning your upgrade status, you should allow the University enough time to process upgrade documentation. The process is conducted quarterly. In order to schedule team meetings for the quarter, all documentation must be submitted by deadlines below. The following schedule can be used to project dates of the upgrade process:

<table>
<thead>
<tr>
<th>Deadline Date</th>
<th>Team Assessments to occur</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1</td>
<td>January, February, March</td>
</tr>
<tr>
<td>March 1</td>
<td>April, May, June</td>
</tr>
<tr>
<td>June 1</td>
<td>July, August, September</td>
</tr>
<tr>
<td>September 1</td>
<td>October, November, December</td>
</tr>
</tbody>
</table>

All upgrade applications received after deadline dates, will be processed on the next deadline date. Candidates that do not submit upgrade application and pay upgrade fee or do not meet the requirements will be denied. Upgrade periods are 3 months after training events.

The Renewal Process

All Leadership Development and Management (LDM) status is valid for 3 years after award date. After which you may renew your credentialed status or certificate for 2 or more years. You may renew your current credential or license area only. A credential or license for a different area can only be earned through a new assessment.

The renewal process will consist of the following 4 steps:

1. Maintain the credential continuing education credits – All LDM candidates, must maintain 15 continuing education credits (CECs) per year. License candidates must also maintain an additional 5 instructional CECs per year. Total CECs requirement needed to maintain a credential for 3 years is 45 CECs for LDM credential and 60 CECs for LDM license.

2. Prepare a written “self-appraisal” – The written “self-appraisal” must include an updated autobiographical statement and a description of the renewal candidate’s professional development activities, i.e., trainings, seminars or webinars that can be applied toward renewal CECs. All candidates must provide copies of training certificates for each event completed outside HS University.

3. Contact student representative or advisor – Each renewal candidate must contact their student representative or advisor to discuss submittal of documentation meeting professional development requirements. Required documents should be submitted within the last three (3) months of credential or certificate award expiration.

4. Complete renewal form and pay renewal fee – Each renewal candidate must complete a Renewal Request Form and pay a renewal fee of $95. Renewal fees are non-refundable and must be received on or before credential or certificate award expiration date.

Once you have completed the steps above, a team assessment will be completed. The team assessment will consist of a team formation that meets quarterly, a collection of candidate information which includes self-appraisal, renewal request form, and CEC documentation form. When planning your renewal, you should allow the University enough time to process renewal documentation. The process is conducted quarterly. In order to schedule team meetings for the quarter, all documentation must be submitted by deadlines below. The following schedule can be used to project dates of the renewal process:

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<td>July, August, September</td>
</tr>
<tr>
<td>September 1</td>
<td>October, November, December</td>
</tr>
</tbody>
</table>
All renewal applications received after deadline dates, will be processed on the next deadline date. Candidates that do not submit renewal application and pay renewal fee or do not meet CEC requirements will be de-credentialed. Renewal periods are 3 months prior to credential status expiration date.

Program Forms
CANDIDATE APPLICATION

Date of Application: _____________________________

Student Information:

SSN ID: _______/ ______/ __________ (SSN or System designated Student ID. For transcripts a SSN must be provided.)

Last Name: ___________________________ First Name: ___________________________ MI: ______

Current Address: _________________________________________________________________

City: ___________________________________________ State: __________ Zip: _________________

Job Title: __________________________________________________________________________

Email Address: ______________________________________________________________________

Area Code and Phone Number: ___________________________________________________________

Fax Number: __________________________________________________________________________

Program/Agency Information:

Sponsoring Agency: __________________________________________________________________

Supervisor/Manager: _________________________________________________________________

Agency Address: _______________________________________________________________________

City: ___________________________________________ State: _________ Zip: _________________

Area Code and Phone Number: __________________________________________________________

Fax Number: __________________________________________________________________________

Credential Type: ___ Administrative Credential  ___ Supervisor Credential  ___ Management License

Modality: ___ Campus/Conference/Workshop  ___ Online

Program Area: ___ ERSEA ___ Health ___ Family (PFCE) ___ Education ___ Disabilities

Program Enrollment Fee: $485.00 per person

Training Information:

Course Date: ________________________________________

Course Location: _________________________________________________________________

Course/Conference Name: ___________________________________________________________

Course Cost: ____________________________  Payment Method: __ Check  ___ Credit Card  ___ PO

Credit Card No: ___________________________________________ Expiration Date: ___________
CSV:__________ (3 digit ID on back of card)

Signature: ________________________________________________ Date: _______________________

©HS University
Course Registration Form

Each candidate must attend training as well as maintain a minimum amount of educational and instructional CECs (Continuing Education Credits) per year. Students can use the following form to register for the University’s training events.

Date: ___________________________          Student ID:  ___________________________

Course/Exam Name: ________________________________________________________________

Course/Exam Date: _________________________________________________________________

Course Location: _________________________________________________________________

Course/Exam Cost: _________ x #Students: ________ - Discounts (5%): _____________

Total Cost: ____________________

Contact Name: _________________________________________________________________

Agency: _________________________________________________________________

Address: ______________________________________________________________________

City: ___________________________ State: __________ Zip: _________________________

Email Address: _________________________________________________________________

Area Code and Phone Number: ______________________________________________________________________

Fax Number: _____________________________________________________________________________

Student Name/Email: _____________________________________________________________

Student Name/Email: _____________________________________________________________

Student Name/Email: _____________________________________________________________

Student Name/Email: _____________________________________________________________

Student Name/Email: _____________________________________________________________

Student Name/Email: _____________________________________________________________

Payment Information:

Payment Method: ⊗ Credit card: ___ MasterCard ___ Visa ___ American Express ___ Discover

Company Check #________________     ⊗ Purchase Order #________________

Cardholder Name: _______________________________________________________________

Credit Card #:_______________________________________________________________

Expiration Date: __________________________   SCode: ___________________________

Signature: ______________________________________ Date: ________________________

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Transcript Request Form

A candidate who wishes to utilize our Prior Learning Assessment (PLA) process must submit their college transcripts to the University. You may use this form to notify all colleges and universities in order to receive PLA credits for previous coursework. Credits will be examined when all transcripts have been received. All transcripts received after team evaluation will not be credited to your transcript.

To: Registrar
Name of School: __________________________________________
From: ______________________________________________________
(Name of Student) PLEASE PRINT

Subject: Transcript Request
Please send an official transcript to: HS University
Office of Admissions and Student Services
Attn: Transcripts
PO Box 2482
Cordova, TN 38088-2482

Student Information:

Social Security Number: ______________________________________

Name while enrolled: _________________________________________

Current Address: ____________________________________________
City: __________________________ State: _______ Zip: ___________

Email Address: _____________________________________________

Area Code and Phone Number: ________________________________

If there is a fee, please bill or notify me at the above address or phone number. It is important that the transcript be sent as soon as possible. Thank you.

Signature: ___________________________ Date: _________________
Prior Learning Assessment Form

You may be able to fulfill some of your requirements through the PLA process. In order to be eligible for PLA credits you must be an enrolled student who has been accepted into the Leadership Development and Management program. In addition, you must submit copies of your college transcripts to the University. Professional training, such as seminars and courses provided by the Head Start program may be eligible for PLA assessment. Licenses and certificates may also be eligible.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Content Area</th>
<th>College/University/Other</th>
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Self-Appraisal Form

This form is designed to help you summarize your teaching and other professional activities and accomplishments during the eligibility assessment. You should utilize this form to present, on your own behalf, all pertinent information regarding your effectiveness and/or accomplishments within the framework of conducting training events. Wherever possible, you are encouraged to submit any supportive evidence (documents, illustrative materials, etc.) which will augment your evaluation. The form is in two sections. Section one deals with your teaching and classroom related activities, Section two deals with your professional activities.

Section 1: Teaching Activities

Course Numbers & Title: When Taught:
1.
2.

A. Course Objective: Indicate the objectives of the courses taught. Briefly explain any special considerations, which were influential in the choices of these objectives.

Course 1
Course 2

B. Presentation of Subject Matter: Briefly summarize the main subject matter, which the course emphasized. You should attach course syllabus, agenda, etc. to indicate topics.

Course 1
Course 2

C. Motivation and Communication: What approach and/or techniques did you use to arouse or broaden the student’s interest in the subject? How did this approach address some of the unique learning differences among the students?

Course 1
Course 2

D. Instructional Media, Materials and Assignments: Briefly summarize the role, that instructional media, materials and assignments played in enhancing your presentation.

Course 1
Course 2

E. Evaluation Technique: What method of evaluation did you use in the course? Submit exams, assigned materials and review practices which indicate your evaluation process.

Course 1
Course 2
F. Other Evidence of Teaching Effectiveness (Optional): You may wish to submit other materials and information not covered above if you feel that such materials are pertinent to your evaluation.

G. Student Evaluation: Please react to the student evaluation of your teaching and classroom activities. Your response may, if you wish, deal with point by point reactions to the categories contained on the questionnaires.

Course 1
Course 2

Section Two: Non-Teaching Professional Activities
Please summarize in this section, all pertinent non-teaching activities in which you were conducting non-teaching professional administrative activities...

1. For all Staff
   a. General – Please comment on your performances on any staff tasks related to your teaching. Your comments may deal with the following area: assessment, forms development, policy development, etc.

2. Supervisory role – Were you a director, program coordinator or other supervisory role? If so, please comment on your performance in this position. Your summary may include comments on such areas as: professional development, training budgets, course and curricular changes, etc.

3. Course and Curricular Development: What were your contributions to course and curricular development in the past 2 years? Your response may include participation in any curricular development workshops, seminars, etc.
HS University’s credential and license is a "collegiate diploma". It is a post-secondary academic process of establishing the qualifications of professionals in Head Start programs. Candidates that would like to transfer their current credential or license to HS University’s credential or license must complete the form below and fax it to (901) 748-0297.

**Upgrade Enrollment Form**

Date: _____________________________

Student ID: ___________________________

Student Name: ___________________________________________________________________________________

Credential held: ____________________________________________________________________________________

Credential Agency: ___________________________________________________________________________________

Upgrade Fee Enclosed: ___________________________ ($195 per person)

☐ **Administrative Credential**: Automatic 3 year status (Upgrade fee of $195 should be included)

☐ 45 CECs must be maintain during the three years

☐ **Management License**: Move to next level ($295 enrollment per student)

Signature: ______________________________________________  Date: __________________________

Upgrade Fee:  _ $195.00  _ $295.00 (Next Level Advancement)

Payment Method:  ___ American Express  ___ Visa  ___ MasterCard  ___ Discover

Card No: _______________________________ Expiration Date: _______  SCode: _______

Signature: _______________________________  Date: ______________

For Office Use only!

Upgrade Date: _____________________  Received by: ______________________________

Student Advisor: __________________________

Team Meeting Set: _______________  Assessment Deadline: __________________

Decision:
Experiential Learning Essay Form

Certain types of experience may also be eligible through writing and experiential learning essay. Experiential Learning Essays is an option by which students may petition to receive credit for college level learning gained through education experiences which have occurred outside of the formal classroom. The 3-12 page essay demonstrates acquired theoretical knowledge and its practical application as measured against a parallel college course. Essays are assessed at HS University by content-area, expert evaluators, who also are instructors for the parallel course. Students must provide letters of validation for their experience and demonstrate in essay form the learning acquired in keeping with the Kolb Model for Experiential Learning.

Outline of the Essay:
Writing a learning essay involves effectively and concisely expressing the four learning stages to demonstrate LDM program requirement. HS University has established a learning essay format that will lead you logically through the writing process.

I. TOPIC PARAGRAPH – Each essay will begin with a topic paragraph, which introduces the reader to your experience and learning. The topic paragraph is an important organizing tool and should identify your general learning experience, the area in which you acquired the experience, your position or role, and the general outcomes. Use it to tell what you will be discussing in the body of the essay.

II. ESSAY BODY – The body of the essay should be comprised of as many subtopics as needed to demonstrate equivalent knowledge. Each subtopic analyzes the learning experience in terms of Kolb’s four learning stages.

III. CONCLUSION – The conclusion should be a summary of the key principles and learning outcomes covered in the essay body and statement on the applicability and relevancy of the learning experience.

Reference List:
You are required to list a minimum of four sources you have researched and cited to support the theories and principles identified in Stage C of Kolb’s model in the essay. Follow American Psychological Association (APA) format in citing authors and in preparing the reference list. References should be recent and reflect current theory in the subject area.
Renewal Application Form

A credential or license is only valid for 3 years. All LDM program candidates are required to complete this form and return to the University 3 months prior to their expiration date.

Date: _____________________________

Student ID: ___________________________

Student Name: ____________________________________________________________

Credential Level: _______________________________________________________________________

Expiration Date: _________________ Renewal Date:______________________________

Renew Fee Enclosed: _______________________________ ($95 per person)

☐ Automatic 2 year renewal (Renewal fee of $95 should be included)

☐ 45 CECs completed

☐ Inactive status (Inactivity fee of $45 must be included. A candidate will be listed as inactive for 12 months only. No CECs are required during the inactive year. Students who are inactive for more than 12 months must reapply.)

Signature: __________________________________________ Date: __________________

Renewal Fee: _ $95.00 _ $295.00 (Next Level Advancement) _ $45.00 (Inactive Status)

Payment Method: ___ American Express ___ Visa ___ MasterCard ___ Discover

Card No: ___________________________ Expiration Date: _______ SCode: _______

Signature: __________________________________________ Date: _______________

For Office Use only!

Renewal Date: _______________ Received by: ________________________________

Student Advisor: ______________________________

Team Meeting Set: _______________ Assessment Deadline: ___________________

Decision:

Decision Date: ___________________
Eligibility Assessment Form
This form must be completed during the initial program enrollment. All candidates seeking a credential or license must meet the eligibility requirement listed in this handbook. You may fax this information along with your candidate application to (901) 748-0297.

Date: _____________________________

Student ID: ________________________

Student Name: _____________________________________________________________________________________

Email: _______________________________________________________________________________________________

Credential: __________________________________________________________________________________________

Employment History:

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Education History:

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Course/Training

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Eligibility Assessment Form (Part 2)

1. Have you worked in a Head Start program for 2 or more years? If no, what did you do prior to working in Head Start?

2. How long have you worked in the content area?

3. How do you rate your verbal skills?
   
   1 – Excellent      2 - Good      3 - Bad

4. How do you rate your written communication skills?
   
   1 – Excellent      2 - Good      3 - Bad

5. What would you like to do with your credential or license when completed?

6. Do you plan to seek a higher position in your content area? At work? Nationally?

7. Write a brief description of your current job duties.

For Office Use Only:  Requirements

Employment: ___ met ___ not met      Education: ___ met ___ not met
Training: ___ met ___ not met

Comment:
Professional Recognition through Performance

A complete credentialing and certification program for Head Start staff!