Human Resource Development

College of Education

HRD 100. Human Resource Development Leadership Laboratory. 2 credits.
Hands-on practicum of leadership strategies and techniques designed to give each student a better appreciation for the dynamics of leadership in intimate, physically challenging and stressful environments, both indoors and out. Students operate in teams which are formed and reorganized on a continuous basis, surrounded by peer at several levels of leadership experience and training. Collaborative learning is enhanced when students apply what they learn in class by describing relevant lessons learned through experiences outside the classroom. The focus of this course is to provide students with the opportunity to lead and follow in an observed setting and receive constant feedback and mentoring on their demonstrated leadership skills. Students learn through leading as well as through a critical reflection, inquiry, dialogue and group interaction. Everyone is responsible for contributing to the learning process.

HRD 101. Introduction to Leadership. 1 credit.
An introduction to various leadership styles and their effect on organizations; insights into the leader's roles and responsibilities within the context of the organization; character and values based leadership; basic leadership actions; the importance of self-improvement in the areas of time management, health and fitness, goal setting, academic accomplishment and communication; group dynamics; and the development of interpersonal skills. Corequisite: HRD 100.

HRD 145. Leadership in a Diverse World. 3 credits.
This leadership course, focusing on diversity, examines leading, leadership and change while encouraging practical application. Students conduct research on leadership in a diverse world, explore change leadership from multiple perspectives and examine leadership in everyday settings, particularly daily life and in teams. Students operate in teams which are formed and reorganized on a continuous basis, surrounded by peer at several levels of leadership experience and training. Collaborative learning is enhanced when students apply what they learn in class by describing relevant lessons learned through experiences outside the classroom. The focus of this course is to provide students with the opportunity to lead and follow in an observed setting and receive constant feedback and mentoring on their demonstrated leadership skills. Students learn through leading as well as through a critical reflection, inquiry, dialogue and group interaction. Everyone is responsible for contributing to the learning process.

Humanitarian Affairs

Cross Disciplinary Studies

HUMN 201. Introduction to Humanitarian Affairs. 3 credits.
A geographical overview of poverty, armed conflict, hunger, disease, and natural disasters and how they can lead to humanitarian crises. It includes a study of human rights along with a look at international efforts to address, and international organizations that deal with, humanitarian crises.

HUMN 300. Introduction to Natural Disasters Response. 3 credits.
Designed to give students an overview of the various types of natural disasters; a look at the world regions that are most vulnerable to each type of disaster; and a preview of disaster planning, management, relief and response as related to natural disasters.

HUMN 401. GIS for Humanitarian Assistance. 3 credits.
In responding to humanitarian crises, governments and aid organizations must deploy aid workers, deliver essential services, set up temporary settlements, and distribute items such as water and food that are needed for survival. Spatial analysis and maps are critical to the success of these efforts. In this course, students learn the basics of Geographic Information Systems (GIS) for humanitarian assistance and learn how relief organizations use GIS in their work.

HUMN 490. Humanitarian Affairs Field Experience. 3 credits.
The HUMN 490 course offers students an opportunity to gain experience and practical skills, preferably in an “international setting,” either in the U.S. or abroad, and to apply knowledge and skills acquired through the Humanitarian Affairs program. This course must be completed in a setting approved by the student’s adviser and the humanitarian affairs minor committee. Prerequisites: HUMN 201 and junior status.

Inclusive Early Childhood Education

College of Education

IECE 200. Introduction to Inclusive Early Childhood Education. 1 credit.
This course is designed to introduce students to inclusive early childhood education as a profession. Students will become acquainted with professional ethics and standards, professional organizations and the roles and responsibilities of teachers in inclusive environments. Students will engage in observation and reflection on practices in inclusive early childhood. Education.

IECE 300. Programming and Practices in Inclusive Early Childhood Education. 3 credits.
This course is designed to introduce students to the issues and trends in the education of all infants, toddlers and young children. It will provide the historical, philosophical, social and legal background for current practices in the field and will engage students in synthesizing and analyzing this information along with research as it pertains to professional practice. Prerequisite: Admission to teacher education pre-professional licensure program.

IECE 301. Inclusive Early Childhood Education Programming and Practices Practicum. 1 credit.
This practicum supports IECE 300. Students will further their understanding of the issues and trends impacting young children and their families in our community and evaluate their own perspectives and skills as they pertain to working with young children and families from diverse backgrounds, with diverse abilities and in diverse settings. Prerequisite: Admission to teacher education pre-professional licensure program.

IECE 320. Development and Assessment of Infants. 3 credits.
This course provides students with an understanding of the development of infants and toddlers with and without exceptionalities. Students will acquire knowledge and skills in authentic assessment to be used in decision making and service planning. Prerequisites: IECE 300 and IECE 301. Corequisites: IECE 321 and IECE 322.

IECE 321. Practicum Supporting the Development of Infants and Toddlers. 2 credits.
This practicum supports IECE 320 and 322 by requiring students to engage in supervised and planned naturalistic interactions with infants and toddlers, who are typically developing or have developmental delays or disabilities, and their families. Students will have the opportunity to observe, assess and support infants and toddlers’ development while collaborating with families. Prerequisites: IECE 300 and IECE 301. Corequisites: IECE 320 and IECE 322.

IECE 322. Supporting the Development of Infants and Toddlers. 3 credits.
This course explores, analyzes and evaluates curriculum and methodology related to designing and managing nurturing, supportive and enriching learning environments for infants and toddlers. Focus is on naturalistic development and the role of the infant/toddler in learning.