

**Graduate and
Professional Studies**



MCDANIEL

**Master of Science
Human Resources Development
Program Handbook**

Revised: August 2007

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Note – Review Graduate and Professional Studies Catalog for comprehensive description of McDaniel College program requirements.

INTRODUCTION

Welcome

Welcome to the Master of Science Degree Program in Human Resources Development at McDaniel College. I am pleased that you have chosen McDaniel College and hope that the program is personally and professionally rewarding.

This handbook is designed to provide you with important information about HRD program requirements, policies and practices. You should consult this handbook, the course schedule, and the McDaniel College Graduate Catalogue for guidance and information throughout your matriculation. You will also find timely information on our website at www.mcdaniel.edu. Again, welcome to Graduate and Professional Studies at McDaniel College.

Kathleen M. Bovard
Graduate Program Coordinator
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kbovard@mcdaniel.edu

About the Coordinator

Kathleen Bovard is a career development specialist, with over 20 years of experience providing comprehensive career counseling, coaching, assessment, and consultation services to both individuals and organizations. Kathy is also a licensed clinical professional counselor in Maryland and maintains her own private consultation practice.

She initially joined the McDaniel College faculty in 1999, teaching a graduate course on career management in the master's degree program in Human Resources Development. In June, 2007, she accepted the position as Coordinator of the HRD graduate program at the College.

Prior to accepting this position, Kathy had been employed at Johns Hopkins University since 1991, where she served as Director of the Career and Life Planning Center, Director of Student Affairs, and a faculty associate in the Counseling and Human Services Department in the Graduate School of Education, where she taught graduate courses on counseling theory and practice, career development theory and practice, career coaching, and organizational career management.

Kathy has her undergraduate degree in Psychology from Dickinson College and her graduate degrees from the University of Maryland at College Park in Counseling and Personnel Services. She resides in Carroll County with her husband and two children.

PROGRAM DESCRIPTION

Mission of Graduate and Professional Studies

“The First Principles” have long committed McDaniel College to the development of liberally educated women and men who think critically, creatively, and humanely. The philosophical outlook of graduate and professional studies is grounded in these principles.

The mission of graduate and professional studies is to prepare culturally competent professionals committed to leadership in their field. We place students in the center of a community rich in the liberal arts tradition, and we emphasize a foundation of knowledge and reflective decision-making based on current research, theory, and practice.

To accomplish this mission, Graduate and Professional Studies at McDaniel College prepares professionals who:

- Are specialists in their field of study who value the balance and interdependence of current theory, research, and practice.
(Scholarship)
- Advocate for and facilitate the personal growth and well being of a diverse clientele.
(Leadership)
- Use appropriate technology, assessment, and analytical tools to solve problems and make decisions in their field.
(Problem Solving)
- Are prepared to interact, communicate, and practice in a variety of settings each with unique constraints and cultures.
(Communication)
- Are committed to life-long learning and continuing their own personal and professional growth.
(Professional Development)

Philosophy of the Human Resources Development Graduate Program

The HRD program at McDaniel College is designed to provide graduate students with opportunities to study the theories and practices in the field and to prepare for careers in a variety of organizational and industrial settings. The curriculum is designed to meet competency standards defined by professional organizations in the field of HRD. Through content courses in human resources development and related topics - such as research methods, group dynamics, and cultural diversity – and through workplace experiences, students will acquire the necessary skills to be successful human resources development professionals. Because of the rapid changes occurring in the workplace, organizations must prepare their employees to adapt to change quickly and effectively. This program is designed to prepare graduates to take a proactive role in addressing change within their organizations.

Program Objectives

Upon completion of the approved program of study in human resources development the student will be able to:

- Understand the theoretical foundations and their related practices in the core areas of career development, training, and organizational development.
- Identify, evaluate, and summarize relevant data to assist organizations and individual employees.
- Use various assessment techniques to inform decisions about individuals and organizations.
- Understand the concepts of organizational behavior and culture as well as the unique features of various organizations in order to provide interventions appropriate to an organization's strategic plan.
- Act as a change agent to assist individuals and organizations through the use of relevant interpersonal skills such as coaching, feedback, and negotiation.
- Recognize the constraints imposed by the legal, organizational, cultural, and social environments.

Outcomes Assessment

The HRD program utilizes an assessment process that is designed to measure students' mastery of program objectives, their professional suitability, and both success and satisfaction after graduation. Assessment occurs at the point of admission, prior to enrollment in the practicum, when the degree is completed, and following graduation.

The required practicum provides an opportunity for a workplace experience where students apply their knowledge and skills. The portfolio is the summative evaluation in which students demonstrate their competency in the program's six objectives.

All submissions of written work should follow APA (American Psychological Association) style and format guidelines.

Career Paths and Job Opportunities

Graduates of the Human Resources Development program are prepared for a variety of exciting job opportunities. Many students are promoted or offered new jobs while still in the program. Often, the cohort group serves as an invaluable professional network for its members. Graduates find employment as specialists in organizational development; training; instructional design; staffing and recruiting; career development; executive development; or compensation and benefits. In addition, graduates also choose careers as HRD generalists. The Office of Career Services at McDaniel College provides support for those students and alumni who plan to use their degree to enhance their career or change careers.

Cohort Model

All students enter the program as a member of a cohort. Up to 20 cohort students representing a diversity of life and work experiences take their classes together. They are taught by practitioner faculty, who are scholars and experts in the HRD field. This innovative approach to

graduate education allows for cooperative learning throughout the program and facilitates the development of teamwork, interpersonal skills, and important professional networks. New cohorts begin in September at the main campus and in February at our off-campus location in Anne Arundel County.

Courses meet on Wednesdays from 7 p.m. to 10 p.m., and on Saturdays from 9 a.m. to 12 noon, for six weeks. Each cohort takes the program's courses together in sequence. The exact order of courses may change from year-to-year, but will approximate the sequence provided in the program of study.

Program of Study

Foundations (4)

HRD500	Introduction to Human Resources Development
HRD501	Organizational Theory and Behavior
HRD502	Introduction to Human Resources Management
EDU550	Introduction to Research Methodology

Theories and Practices (5)

HRD520	Organizational Change and Development
HRD 543	Applied Business Ethics
EDU513	Instructional Systems Design
CED504	Lifestyle, Career Development and Decision Making
SOC508	Culture and Diversity

Capstone Experience (2)

HRD595	Practicum in Human Resources Development
HRD550	Portfolio in Human Resources Development

Electives (cohort chooses 3)

HRD530	Strategic Planning
HRD531	Marketing
HRD532	Legal Environment in the Workplace
HRD533	Workplace Wellness
HRD534	Conflict Resolution & Management
HRD535	Morale, Attitudes & Motivation
HRD536	Information Systems in Human Resources
HRD537	Organizational Climate and Culture
HRD538	Performance Management
HRD539	Leadership and Executive Development
HRD540	Job Analysis and Evaluation
HRD541	Selection & Recruitment
HRD542	Compensation and Benefits Design
HRD566	Special Topics in HRD
CED508	Group Dynamics
CED510	Consultation and Interpersonal Skills
EDU530	Adult Learning and Development
SED510	Introduction to Agency Management
SED515	Issues in Human Service Management

Degree Requirements

- Completion of 42 semester hours of prescribed and elective credits in the program.
- Minimum of a 3.0 grade point average, with no more than one course at or below the “C” level.
- Successful completion of a practicum experience.
- Submission and acceptance of student portfolio documenting professional growth and mastery of program objectives.

Grading

A student’s grade reflects the quality of the student’s scholarly achievement. Letter grades are converted to numerical values on the following scale: A+=4; A=4; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2; C-=1.7. A total average of 3.0 (B) must be maintained.

An Incomplete (I) grade may be given only for emergency reasons acceptable both to the instructor and the Associate Dean of Academic Affairs. The date of completion may not be longer than one year from the date when the original grade was issued. Any Incomplete grade which extends beyond the one year time limit becomes an F.

Graduate students may repeat only one graduate course. This course may be repeated once and must be retaken within one year of receiving the original grade. Both grades for the course will be averaged.

Academic Probation

The HRD program at McDaniel College provides the opportunity for close interaction between faculty and students and allows faculty to continually assess a student’s suitability for the human resource profession. Decisions regarding continuation in the program depend on the student’s maintenance of professional standards of competence, ethics, and behavior in addition to course grades.

A grade of C+ or lower immediately identifies a student as being on academic probation. In addition, human resources professionals are expected to adhere to the highest standards of conduct. Therefore, a student may be placed on academic probation for showing evidence that he/she is not upholding these professional standards.

Honor System

McDaniel College affirms its commitment to the ideals of personal integrity and supports the students’ pledge: “I have neither given nor received unauthorized aid on this piece of work, nor have I knowingly tolerated any violation of the Honor Code.”

APPLICATION INFORMATION

Admission

Students are selected for the Human Resources Development program based on the following criteria:

- Submission of a complete application and the application fee.
- Completion of a bachelor's degree from an accredited institution with a cumulative grade point average of at least 2.75. An official transcript is required.
- Three letters of reference from undergraduate faculty or employers.
- A written goal statement describing the applicant's personal and professional goals as they relate to the program of study.

Transferring Credits

Students may transfer up to nine graduate credits from an accredited college or university with the approval of the program coordinator. These credits must be earned no more than five years prior to the time the student will enroll in the first course in the program. Only grades of B- or better will be transferred.

Fees and Expenses

One-time Application Fee: \$50

Per Credit: \$300

Prices for textbooks and materials will vary but typically range between \$75 and \$150 per course.

Financial Assistance

A limited amount of financial assistance is available from the College to full-time graduate students. Opportunities exist to work as graduate assistants in several offices and as residential hall supervisors. Please contact the Office of Graduate and Professional Studies for more details. Students are encouraged to consult with the Director of Financial Aid at the College about external sources of financial assistance and to review some of the standard reference books that list financial aid sources.

CAPSTONE EXPERIENCES

PRACTICUM

Practicum Opportunities

Students in the HRD program are required to complete a three-credit practicum near the end of their program of study. This practicum is designed to provide further development, integration, and application of human resources development skills in either a current job situation or

placement arranged by the program coordinator. Students complete a project that is consistent with their personal and professional goals. Students receive supervision and guidance on this project from a field-based practitioner and a faculty supervisor. While each practicum is a unique experience, practicum projects have included:

- Developing and conducting training modules for entry-level managers on performance management and interpersonal skills for Random House Publishing.
- Introducing HR software to manage a variety of personnel functions including hiring and performance management for Bank of Hanover.
- Developing and conducting a training program for alumni volunteers who will organize reunions and fundraising activities for McDaniel College.
- Conducting a job analysis and evaluation for administrative employees in order to recommend alterations in pay scale and structure for Mount St. Mary's College.
- Organizing and conducting a training conference for Social Security Administrators.
- Developing a rewards and recognition program for teams and individuals at The Guardian.
- Conducting a comprehensive training needs assessment for a computer consulting firm.
- Conducting a benchmark study of salary and benefits for two long-term care facilities.
- Preparing an employee safety manual for a regional transportation company.

Guidelines for the Written Practicum

The student will provide a summary report, an annotated bibliography, journal entries, and products produced and/or used in the practicum project. Written materials will be free of errors and appropriate for a professional workplace report. The APA format in professional writing will be used. (See appendix for more details.)

Practicum Permission:

Students will be allowed to register for the HRD practicum based on the following criteria:

- Completion of 18 credits including HRD 500, 501, 502, EDU 550, 513 with GPA of 3.0 or better and no more than one C
- Submission of the Practicum Proposal Form (See appendix)

PORTFOLIO

Portfolio Assessment

Portfolio assessment is a qualitative, systematic, comprehensive, and realistic assessment of a student's professional growth and accomplishment. Against a backdrop of core competencies identified by professionals in the field of HRD, students work in the HRD program at McDaniel College to develop skills needed to meet individual career goals. This approach to learning is best supported by a collaborative, qualitative evaluation process; portfolio assessment is one such process. This technique requires students to integrate what they have learned in their graduate program with personal goals and professional expectations. It is a mentored evaluation

process that requires students to consider and select in collaboration with peers, educators, and supervisors which entries will best reflect their competencies, achievements, and abilities.

Definition and Purpose of Portfolio

Portfolio assessment in the HRD program is designed to fulfill three purposes. First, the portfolio will stand as a record of the student's development throughout the program. This development may be reflected by enhanced skills or knowledge, a change of focus or career direction, or an integration of various functions within the HRD field.

Second, the portfolio will include a collection of the student's best work. The student must be able to demonstrate competency in both procedures, such as organizational analysis or change, and products, such as a job analysis or presentation. The HRD curriculum is based on competencies defined by the human resources profession and essential for success in many occupations. The portfolio entries allow students to demonstrate these competencies. Students are also expected to demonstrate an understanding of the relevant theories, research and practices within the core areas of HRD.

Finally, the portfolio provides students with the opportunity to reflect on the content of the program, HRD practices and procedures, and their own personal and professional development. It empowers students to participate in their own learning and assessment. Students are asked to critically evaluate their own work and to examine their skill development. Portfolio assessment requires students to demonstrate their mastery of program objectives and perform important behavioral outcomes that reflect their successful integration of knowledge and skills.

Students register for the portfolio course, HRD 550, when they have completed all other required coursework. Although students will be expected to consider and prepare for the portfolio throughout their program of study, this course will offer students a structured environment within which to prepare for the final submission. During this course students will review and discuss each of the program competencies, select appropriate elements from their personal, professional, and educational experience, and prepare written justifications for their choices. The course will include peer review and collective reflection as well as feedback from the instructor. After completing this course students should be prepared to submit their completed portfolio to the Program Coordinator/Portfolio Review Board for review.

Completed portfolios must be received by November 1st for December graduations and by March 1st for May graduations. Individual reviews may occur at other times by mutual agreement of the student and coordinator. The Review Board/Program Coordinator may request revisions before certifying a student for degree completion.

Portfolio Requirements

Portfolio entries should fall into three general categories. These entries should serve as exhibits to demonstrate the process leading to mastery of program competencies.

- **Educational entries:** Artifacts produced during the program's coursework including papers, group or individual projects, or presentations. The original project or

- assignment should be revised to reflect comments, suggestions, and other input from the course instructor.
- **Professional entries:** Entries reflecting projects or activities completed in a work setting. This may include references and commentary from faculty, HRD professionals, or clients about the quality of the student's work in that setting. These entries may also include products created in the student's professional experience representing best works, marketable skills, or unique qualifications. Relevant experience gained prior to entering the graduate program in HRD may be acceptable upon approval by the coordinator.
 - **Personal entries:** Reflections prepared by the student to tell the story of the portfolio such as critiques, addenda to projects prepared for class, position papers or descriptions of learning milestones.

Portfolio entries should be selected and prepared in order to demonstrate that the student has met the program learning objectives listed below. Students should consult with peers, faculty, and advisors about the most appropriate entries. The final portfolio submission should be accompanied by a table of contents cataloguing the program objectives and their corresponding entries. Each objective should be supported by at least two entries in different categories (educational, professional, or personal). Each entry must be preceded by a rationale for its inclusion in the portfolio outlining the nature of the entry and its connection to the objective.

Program Objectives

Upon completion of the approved program of study in human resources development, the student will be able to:

- Understand the theoretical foundations and their related practices in the core areas of career development, training, and organizational development.
- Identify, evaluate, and summarize relevant data to assist organizations and individual employees.
- Use various assessment techniques to inform decisions about individuals and organizations.
- Understand the concepts of organizational behavior and culture as well as the unique features of various organizations in order to provide interventions appropriate to an organization's strategic plan.
- Act as a change agent to assist individuals and organizations through the use of relevant interpersonal skills such as coaching, feedback, and negotiation.
- Recognize the constraints imposed by the legal, organizational, cultural, and social environments.

Some typical portfolio artifacts are:

- video tapes and observation records from presentations
- assignments that require the exploration and application of a prominent HRD theory in each of the core areas: organizational change and development, instructional systems design, and career development.
- an analysis of an actual organizational setting with a proposal for an appropriate intervention accounting for the uniqueness of that organization and the external constraints

- an annotated bibliography of classic and current readings in HRD
- a learning plan including an assessment of individual strengths and interests, an evaluation of job opportunities, individual program objectives and learning goals, and an action plan
- demonstration of change agent skills
- addenda to learning plan and other assignments reflecting changes in perspective or focus, corrections, modifications or additions founded in experience or additional learning efforts
- position papers

Sample portfolios and individual entries are kept on file in the program coordinator's office. These are meant to represent the standards of the portfolio evaluation and include some entries that exemplify "best practices" in the field. Students and portfolio advisors are welcome to review the portfolios on file.

The Process of Developing a Portfolio

The development of a portfolio should be ongoing during a student's participation in the graduate program. Each portfolio will be unique, reflecting the student's specific skills, experiences and goals, and will develop and change throughout the course of study. The activities described below can be used to ensure continued attention to and progress toward the final portfolio.

- Review the program competencies and consider the specific skills or products that you might use to demonstrate your mastery of them.
- Review your learning plan and periodically add revisions or addenda to reflect any changes in perspective, interests or goals.
- Keep copies of all classroom assignments and materials and make note of which competencies are reflected in those assignments, and identify which skills you need to develop or improve.
- Consider significant work assignments from the past two or three years, keeping copies of reports, memos, products or evaluations. When possible ask those who have worked with you or who have benefited from these activities to write a letter of evaluation that addresses these competencies.
- Gradually complete the portfolio checklist, discussing and reviewing potential entries with program faculty.
- Keep a journal recording significant learning experiences, reactions to workplace or program events, and considerations of personal goals, interests and skills.
- Prepare a draft of the rationale for a possible portfolio entry; share and discuss this rationale and entry with program faculty.

APPENDIX

Appendix 1 - Practicum Proposal Form

Appendix 2 - Practicum Guidelines

Appendix 3 - Sample Practicum Proposal

Appendix 4 - Portfolio Checklist

Appendix 5 - PHR, SPHR Certification

Appendix 6 - Contacts and Resources

Appendix 7 - Course Calendar

MCDANIEL COLLEGE
Human Resources Development Program
Practicum Proposal

ORGANIZATION _____ NAME _____

The purpose of the practicum is to provide further development, integration and application of human resource development skills through an on-site work experience supervised by a field-based practitioner and a faculty supervisor.

Project Goals:

Proposed Completion Date:

Products to be Submitted by Student:

Project Field-Based Supervisor:

Supervisor's Responsibilities:

*Meet/consult with the faculty sponsor
Provide guidance and feedback to the student
Other:*

Signatures:

Supervisor _____ Date _____

Student _____ Date _____

Faculty Sponsor _____ Date _____

GUIDELINES FOR THE WRITTEN PRACTICUM SUBMISSION

The purpose of the practicum is to provide further development, integration and application of human resource development skills through an on-site work experience supervised by a field-based practitioner and a faculty supervisor.

THE STUDENT WILL:

- Provide a summary report, an annotated bibliography, journal entries, and products produced and/or used in the practicum
- Demonstrate a writing style free of errors (including grammar, punctuation, word utilization, sentence structure) and appropriate for a professional workplace report
- Demonstrate an understanding of the APA format in professional writing

√ Summary report of the practicum experience

- Describe the practicum project, including the goals and accomplishments for the practicum
- Explain the context and setting
- Critically reflect on, and assess the experience; also include and react to the supervisor's feedback/evaluation.
- Cite or relate appropriate bibliographic references (your research)
- Discuss the usefulness of this experience to you in the workplace now or in the future.

√ Annotated bibliography of 10-15 articles, chapters, or books supporting or relating to the practicum activity

- Summarize the content of each
- Relate each to the project as appropriate

√ Journal entries documenting experiences during this project.

- Chronological sequence
- Include reflection on each experience/event/effort

√ Project materials (Used and/or produced)

- Items such as, but not limited to, forms, schedules, memos, charts, handbooks, PowerPoint presentations, etc.

S A M P L E PRACTICUM PROPOSAL

Project Goals:

- Assist with supervisory training
- Develop a training program for group leaders
- Determine organizations' needs for this position
 - Assess the skill gaps for current employees
 - Design training modules to fill skill gaps
 - Evaluate training program using impact reports

Proposed Completion Date: August 14th

Products to be submitted by student:

1. Annotated bibliography of at least 15 articles, chapters, or books supporting this project.
2. Journal entries documenting experiences during this project.
3. Training materials developed.
4. In-person observation by the HRD program coordinator; evaluation by program participants.
5. Report from the training evaluation.
6. Summary report of this practicum experience including descriptions of procedures used, difficulties encountered, and significant learning events.

Materials submitted will be kept for records only

Project Supervisor:

Director of Human Resources
Randon House, Inc.
400 Hahn Road
Westminster, MD 21157
410-848-1900

Manager of Training
Random House, Inc.
400 Hahn Road
Westminster, MD 21157
410-386-7260

Supervisor's Responsibilities:

1. To provide student with all necessary materials, information, and instruction needed to meet project goals.
2. To meet periodically with the student to provide feedback and evaluation.
3. To provide a summary evaluation of the student's performance.

Supervisor Signature

Date

Student Signature

Date

Faculty Sponsor Signature

Date

PORTFOLIO CHECKLIST

THEORETICAL FOUNDATIONS

Entry: _____
Educational Personal Professional

Rationale: _____

Entry: _____
Educational Personal Professional.

Rationale: _____

DATA COLLECTION AND ANALYSIS

Entry: _____
Educational Personal Professional

Rationale: _____

Entry: _____
Educational Personal Professional.

Rationale: _____

ASSESSMENT

Entry: _____
Educational Personal Professional

Rationale: _____

Entry: _____
Educational Personal Professional.

Rationale: _____

PORTFOLIO CHECKLIST (continued)

ORGANIZATIONAL UNDERSTANDING

Entry: _____
Educational Personal Professional

Rationale: _____

Entry: _____
Educational Personal Professional.

Rationale: _____

CHANGE AGENT

Entry: _____
Educational Personal Professional

Rationale: _____

Entry: _____
Educational Personal Professional.

Rationale: _____

CONSTRAINTS

Entry: _____
Educational Personal Professional

Rationale: _____

Entry: _____
Educational Personal Professional.

Rationale: _____

Certification in Human Resources: PHR and SPHR

The field of Human Resources, like many professions, seeks to recognize qualified individuals through a rigorous certification process. Professional certification in HR is widely recognized as the symbol of professional achievement that signifies mastery of the HR body of knowledge.

Professional certification is offered by the Human Resources Certification Institute (HRCI), the credentialing arm of the Society of Human Resources Management. Certification is offered at two levels: Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR). Upon meeting eligibility requirements, candidates for certification must pass a four-hour examination covering all aspects of Human Resources.

Eligibility requirements include direct exempt-level HR experience, although college degrees can be substituted for up to two years experience in the field. Of special interest to McDaniel students in the HRD program, HRCI offers students and recent graduates the opportunity to sit for the PHR examination without the required level of experience. After passing the exam, recent graduates have five years to obtain two years of HR exempt-level experience. Documentation of this additional experience will result in the candidate being awarded the PHR certification.

Additional information may be obtained from the Society for Human Resources and/or the Human Resources Certification Institute.

CONTACT INFORMATION AND CAMPUS RESOURCES

<u>HRD Administrative Assistant</u>	410-857-2500
Julie Caple	Fax 410-857-2515 Email jcaple@mcdaniel.edu
<u>HRD Program Coordinator</u>	410-871-3351
Kathleen Bovard	Fax 410-857-2515 Email kbovard@mcdaniel.edu
<u>Dean of Graduate and Professional Studies</u>	410-857-2500
Dr. Sherri Lind Hughes	Fax 410-857-2515 Email shughes@mcdaniel.edu

<u>Bookstore</u>	410-857-2275
	Fax 410-857-2736 Email kmeloche@mcdaniel.edu
<u>Bursar's Office</u>	410-857-2210
	Fax 410-386-4615 Email bursar@mcdaniel.edu
<u>Campus Safety</u>	410-857-2202
	Fax 410-871-3383 Email mwebster@mcdaniel.edu
<u>Career Services</u>	410-871-3305
	Fax 410-857-2783 Email ajohnson@mcdaniel.edu
<u>Financial Aid</u>	410-857-2535
	Fax 410-386-4608 Email finaid@mcdaniel.edu
<u>Graduate Records Office</u>	410-857-2513
	Fax 410-857-2515 Email cperry@mcdaniel.edu
<u>Hoover Library</u>	410-857-2281
	Fax 410-857-2748 Email mreid@mcdaniel.edu
<u>Registrar</u>	410-857-2545
	Fax 410-857-2752 Email jkiphart@mcdaniel.edu

MCDANIEL COLLEGE GRADUATE AND PROFESSIONAL STUDIES HUMAN RESOURCES DEVELOPMENT PROGRAM COURSE CALENDAR 2007-2008		
COHORT XI (New)	COURSE DATES	
Orientation (mandatory)	August 29, 2007 6:00 PM	
HRD 500	9/5/07 – 10/13/07	
HRD 501	10/24/07 – 12/8/07 (no class 11/21 and 11/24)	
EDU 550	1/2/08 – 2/9/08	
HRD 502	2/20/08 – 4/5/08 (no class on 3/19 and 3/22)	
EDU 513	4/16/08 – 5/28/08 (no class on 5/24)	
HRD 520	6/11/08 – 7/26/08 (no class on 7/2 and 7/5)	

NOTE: The sequence of courses may change. Check each semester's Course Schedule prior to registration.