ED POLICY, ORG & LDERSHIP (EPOL)

EPOL Class Schedule (https://courses.illinois.edu/schedule/DEFAULT/DEFAULT/EPOL)

Courses

EPOL 199 Undergraduate Open Seminar credit: 1 to 5 Hours. (https://courses.illinois.edu/schedule/terms/EPOL/199)
Various special topics. See class schedule for offerings. Approved for Letter and S/U grading. May be repeated in the same or separate terms as topics vary.

EPOL 250 Experiences of US Minorities in Public Schools credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/EPOL/250)
This course provides a foundational approach to examining the diverse experiences of minority groups in the United States from the Colonial Era to the present. Particular attention is paid to how social constructions of race in US history dictated parameters around citizenship, immigration, and the right to attend public schools. Racial and cultural identities are not examined in isolation, but in critical ways that gender, class, sexual identity and abilities have also informed processes of (mis)understandings in the classroom. Students are encouraged to reflect deeply on the topics as well as consider possibilities of addressing structural inequality in education as we enter a new demographic era where racial diversity will be the mainstay.

EPOL 315 Effective Workplace Relations credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/EPOL/315)
Introduces the knowledge and skills required to be successful in today’s globalized workplace through the study of human interactions, also known as human relations. Students learn about the various issues in contemporary society that affect human behavior, and theories and strategies to improve interactions with others. The course uses a variety of activities to facilitate student’s ability to understand the theories and apply strategies and techniques to ensure more effective human functioning in the workplace.

EPOL 350 Social Learning and Knowledge credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/EPOL/350)
This course explores how we access and generate knowledge. In formal education, the legacy classroom is also being augmented with technology or replaced entirely with online learning. Across a wide range of domains of knowledge, the traditional separations between knowledge producers (experts or teachers) and knowledge consumers (everyday citizens or students) are undergoing transformation. In this course you will be exposed to the changing landscape of knowledge and learning through a hands-on experience of collaborative knowledge production and learning. Issues and concepts to be addressed include Web 2.0, participatory media, peer-to-peer knowledge networks, ‘the commons’, informal online learning, and the dynamics of formal e-learning ecologies.

EPOL 395 Independent Study credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/EPOL/395)
Designed for students who wish to do advanced readings and research in greater depth and to investigate further ideas and themes that have been explored in EPOL 199 and EPS 201. Prerequisite: EPS 201; and consent of adviser and staff member who supervises the work.

EPOL 550 Methods of Educational Inquiry credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPOL/550)
Same as CI 550, EPSY 573, and SPED 550. See CI 550.

EPOL 585 Ethnographic Methods in Educ credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPOL/585)
This course focuses on goals, nature, and methodological means of ethnographic research in educational settings broadly defined. Such research aims to describe and, moreover, to understand the ways of living of teachers, students, administrators, parents, and other participants in relevant social spaces. The class will be grounded in the disciplinary perspectives of cultural anthropology, linguistic anthropology, and cultural studies. We will have an ongoing discussion of how one conducts ethnographic research, and all members of the class will conduct their own mini-study. 4 graduate hours. No professional credit.

EPOL 591 Thesis Seminar credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPOL/591)
Designed to take students through the entire process of proposal development, this course is intended for masters or doctoral students who are ready to prepare a thesis or dissertation proposal. Students will learn to use a systematic and comprehensive approach to develop the research proposal and how each step in the research process is related. 4 graduate hours. No professional credit.

EPOL 595 Independent Study credit: 1 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EPOL/595)
Offers opportunity and challenge of self-directive, independent study; develops the individual’s ability as an independent student and enables the student to pursue needed study in a field in which appropriate courses are not being offered during a given term. 1 to 4 graduate hours. No professional credit. Approved for Letter and S/U grading. May be repeated with approval.

EPOL 599 Thesis Research credit: 0 to 16 Hours. (https://courses.illinois.edu/schedule/terms/EPOL/599)
Individual direction of research and thesis writing. 0 to 16 graduate hours. No professional credit. Approved for S/U grading only. May be repeated with approval.

Information listed in this catalog is current as of 01/2019