The ability to analyze work is a fundamental skill for individuals interested in human resource development. Work analysis is necessary for identifying job standards, designing training programs, performance support systems, evaluating work performance, and perhaps most importantly improving performance. This course will provide students with the opportunity to learn and use range of work analysis techniques and to apply this information in service to an organization. Same as EPOL 475. 3 undergraduate hours. 4 graduate hours. Prerequisite: HRD 400 or consent of instructor.

HRD 470 Designing and Evaluating eLearning Systems credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/470)
This course surveys and examines models and theories for designing eLearning systems across disciplines and organizations. Particular emphasis is given to topics on designing instructor-led and/or autonomous learning systems for individual learners and for organizations in contemporary technology-enabled environments. In addition, this course covers introductory methodologies for evaluating the efficacy of various eLearning systems. The guiding philosophy of the course is that intended learning outcomes by any eLearning system should be achieved through systematic and pedagogically grounded design and evaluation processes while considering various individuals’ and organizations’ needs. Same as EPOL 482. 3 undergraduate hours. 4 graduate hours.

HRD 472 Learning Technologies credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/472)
The course addresses two important needs of educators. First, educators should be aware of recent developments in the area of instructional technology. Second, educators must be able to select, develop, and effectively use appropriate instructional technologies to enhance learning and communication. To meet these needs, this course covers a wide range of instructional technologies that are used for instructional and administrative purposes. Traditional instructional media are considered in the course although significant emphasis is placed on more recent developments that involve the use of the computer and its applications in education. Instructional technologies such as computer-based instruction, computer-based testing, distance learning, interactive video, and intelligent instructional technologies are covered. Through course readings, discussions, and projects, students in the course are expected to gain skills in choosing appropriate instructional technologies, designing effective presentations that rely on those technologies, and properly using instructional technologies to enhance communication with an audience. Same as CI 484 and EPOL 483. 3 undergraduate hours. 4 graduate hours.

HRD 474 Evaluating Learning Technology credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/474)
Same as EPOL 484 and EPSY 474. See EPSY 474.

HRD 475 Project Management Principles and Applications credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/475)
Effective project management skills are essential for successful professional development. This course, in particular, studies the basic principles, techniques, and best practices related to managing personnel, time, and resources in education and training projects. Through a variety of learning activities, including case study review and project simulation, students will apply project management concepts and tools in various training and education-related project development. Same as EPOL 476. 3 undergraduate hours. 4 graduate hours.
HRD 480  Introduction to eLearning credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/480)
The course seeks to build foundational knowledge in areas associated with online teaching and learning and distance education in both higher education and workplace learning settings. Major areas of interest include the overview of online teaching and learning strategies, digital learning system design, digital media for learning, and evaluation online teaching and learning. Same as EPOL 485. 3 undergraduate hours. 4 graduate hours.

HRD 490  Issues and Developments in Human Resource Development credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/490)
Special course for experimentation or for seminar on topics not treated by regularly scheduled courses. Topics vary; consult Class Schedule for specific section offerings. Same as EPOL 477. 3 undergraduate hours. 4 graduate hours. May be repeated to a maximum of 8 hours.

HRD 492  Supervised Internship credit: 2 or 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/492)
While employed in approved cooperating organizations, students observe the relationship between reform or innovations and organizational performance. Same as EPOL 491. 2 or 4 undergraduate hours. 2 or 4 graduate hours.

HRD 495  Special Study and Investigation credit: 2 or 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/495)
Offers opportunity for an individual to study, on or off campus, selected problems, trends, and new developments in education or to conduct specialized investigations for the improvement of instructional programs. Same as EPOL 490. 2 or 4 undergraduate hours. 2 or 4 graduate hours. Approved for Letter and S/U grading. May be repeated to a maximum of 8 hours.

HRD 501  The Community College credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/501)
Same as EOL 573 and EPOL 558. See EOL 573.

HRD 509  Advanced Theories in Human Resource Development credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/509)
Provides a reading of advanced texts related to Human Resource Development from a variety of applied social science disciplines. Targeted towards doctoral students in the later stage of their course work who are interested in HRE theory and social science foundations. Same as EPOL 571. 4 graduate hours. No professional credit. Prerequisite: HRD 400, HRD 411, HRD 530.

HRD 530  Organization Development credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/530)
Addresses the history, concepts, theories, and techniques of Organization Development as applied in Human Resource Education; emphasis on creating, managing, and sustaining system-wide change in public and private organizations; organized around diagnosis, implementation, and evaluation of individual, team, and organization-wide interventions. Same as EPOL 570. 4 graduate hours. No professional credit.

HRD 531  Quality Process Improvement credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/531)
Examines quality and process improvement philosophies, theories, and strategies as they apply to the practice of professionals in human resource education. Based on a critical analysis of the historical antecedents, theoretical foundations, and empirical research results of Total Quality Management (TQM) and Continuous Process Improvement (CPI), students will be able to apply improvement strategies and evaluate the merits and limitations in public and private settings. Same as EOL 587 and EPOL 572. 4 graduate hours. No professional credit.

HRD 532  Strategic Human Resource Development credit: 2 or 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/532)
Study of the theories, research, and applications of strategic human resource development in a variety of organizational settings. Same as EPOL 573. 2 or 4 graduate hours. No professional credit.

HRD 533  Management of Human Resource Development credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/533)
Study of management fundamentals related to planning, organizing, staffing, leading, and controlling the HRD function in organizations. Same as EPOL 574. 4 graduate hours. No professional credit.

HRD 534  Economics of Human Resources credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/534)
Same as EPOL 575 and LER 545. See LER 545.

HRD 535  Consulting in Human Resource Development credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/535)
Analysis of key elements of consulting in the human resource development profession. Emphasis is placed on subject matter expertise, consulting skills, marketing, organization, business management, communication, and life/work balance. The course examines both the internal and external consulting practices. Issues of education and training of consultants for work in industry, business, government, and non-profit sectors are covered in detail. Same as EPOL 576. 4 graduate hours. No professional credit.

HRD 536  International Human Resource Development credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/536)
Course is designed to provide insights into international HRD at macro and micro levels. Course will cover: cross-cultural issues in international HRD; design and delivery of international HRD programs; HRD practices and programs in different regions of the world; national HRD programs; expatriate training and training in multinational corporations. Same as EPOL 577. 4 graduate hours. No professional credit.

HRD 540  Learning on the Job credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/540)
Research and practice suggest that individuals learn most of what they know and can do while on-the-job, not in a corporate classroom or some other formal learning setting. This seminar will provide opportunity to examine the literature on this topic and consider how they also might contribute to the literature through their own research. The seminar will also provide the opportunity to experience how to design a workplace learning system, such as structured on-the-job training. Same as EPOL 578. 4 graduate hours. No professional credit.

HRD 550  Adult and Professional Education credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/550)
This course takes a broad look at the philosophy, theory, research, and practice of adult education, along with additional considerations for the development of professionals. The broad perspective includes the social, cultural, and political factors that affect the research, planning, development, and implementation of adult education. You may explore the major adult learning theories, the practice of adult education, and the aims and challenges of professional education that match you scholarly and practical interests. Same as EPOL 579. 4 graduate hours. No professional credit.

Information listed in this catalog is current as of 08/2020
HRD 572  eLearning Ecologies  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/572)
An examination of emerging environments of eLearning, some setting out to emulate the heritage social relationships and discourses of the classroom, others attempting to create new forms of learning. Aims to push the imaginative boundaries of what might be possible in eLearning environments. Explores the ways in which assessments can be constructed and implemented which are integral to the learning process, with the assistance of today's new media, 'big data' and other information technologies. Same as EPOL 583. 4 graduate hours. No professional credit.

HRD 575  Innovation in eLearning  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/575)
Designed to provide an in-depth look at ongoing innovations in Web-based electronic technologies that can be used to deliver eLearning content and to enhance learning experiences in eLearning environments. Students will acquire and synthesize advanced content knowledge and critically review research on ongoing innovations that are integrated with targeted content in today's eCommunication and eLearning environments. Same as EPOL 584. 4 graduate hours. No professional credit.

HRD 585  Program Evaluation  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/585)
Same as EPOL 594. See EPOL 594.

HRD 592  Special Topics in EPOL  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/HRD/592)
Same as EPOL 592. See EPOL 592.

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