

SCPS GRADUATE COURSE SCHEDULE

Fall Quarter 2024

September 4th – November 19th

Updated: May 1, 2024

www.scps.depaul.edu

Click [here](#) for Information on Course Modalities

IMPORTANT DATES:

September 4th: Fall Quarter classes begin.

September 17th: Last day to drop a Fall Quarter course with full reimbursement.

November 19th: Fall Quarter classes end.

REMEMBER:

- All courses are four credit hours.
- Minimum enrollment for financial aid is four credit hours.
- Always check with your Academic Advisor before dropping a class.
- Check D2L for specific course information and to contact your instructor.
- Use your DePaul email for all correspondence with the DePaul community.
- Student's must have their ID to enter the library on all DePaul Campuses.

Maintaining Active Status: Students remain active if registered in any of the Fall, Winter or Spring terms. If not enrolled for three consecutive regular terms, active status will be discontinued. Students whose status remains active enjoy access to DePaul University computer labs and library services.

Residency Courses (AP)	Faculty	Day	Course Mode and Notes	Registration #
AP 500				
<i>Foundations of Graduate Professional Studies</i>	STAFF		Online Asynchronous. Optional zoom sessions at 6PM	15875
AP 508				
<i>Applying Systematic Inquiry</i>	Benedetto		Online Asynchronous. Optional zoom sessions at 6PM	15513

Organizational Leadership Courses (ORGL)	Faculty	Day	Course Mode and Notes	Registration #
ORGL 506				
<i>Leadership and Organizational Theory</i>	Appleton		Online Asynchronous. Optional zoom sessions at 6PM	14039
ORGL 514				
<i>Leadership, Change and Positive Organizations</i>	May		Online Asynchronous. Optional zoom sessions at 6PM	15515
ORGL 518				
<i>Gender and Diversity in Business and Leadership</i>	STAFF		Online Asynchronous. Optional zoom sessions at 6PM	15516

Educating Adults Courses (EA)	Faculty	Day	Course Mode and Notes	Registration #
EA 542				
<i>Designing Outcome Based Program Evaluation: Perspectives & Practices</i>	Hurtig		Faculty Guided Independent Study:	14007
EA 547				
<i>Designing Online Learning</i>	STAFF		Faculty Guided Independent Study:	13954

Liberal Learning Seminar Courses (LLS)	Faculty	Day	Course Mode and Notes	Registration #
LLS 440A				
<i>Understanding and Flexing Mindsets</i>	Neustrom		Online Asynchronous. Optional Zoom sessions Tuesdays, 6pm	15514

Fall Quarter Course Descriptions

AP 500 – Foundations of Graduate Professional Studies

This four-credit hour graduate course provides participants with a solid foundation on which to build a professional future. Participants will hone and apply advanced skills in collecting, analyzing, and synthesizing literature and resources in their respective area(s) of practice as they conduct thorough career mapping and research into the current state and future of their professional field. The combination of career field research and articulation of key aspects of professional identity allow students to prepare for their graduate school journey knowing it will provide solid foundation of key topics, debates, and emerging issues in their professional area. Students will also become familiar with the requirements of their track: Educating Adults; Organizational Leadership; Social Change, or Custom Track. Each student will have access to a Track Champion and an Academic Advisor throughout the course of their studies.

AP 508 – Applying Systematic Inquiry

Through this seminar, participants explore the design and implementation process for engaging systematic inquiry in professional practice. Given the focus on qualitative inquiry, emphasis is placed on developing interest-based questions; aligning questions to data-collection sources and methods; selecting design methodologies; and creating a systematic plan for an applied area of inquiry.

ORGL 506 – Leadership and Organizational Leadership

Students will examine the role of leadership theory in practice and investigate a variety of traditional and contemporary leadership theories, including trait theory, skill theory, situational leadership theory, transformational theory and servant leadership. They will examine power and critically evaluate each of the theories' relevance in today's world. Students will also investigate the dark side of some of these concepts, including potential for abuse with narcissism and charismatic leadership, and the reality of burnout with servant leadership.

ORGL 514 – Leadership Change and Positive Organizations

This course examines leadership and change theories, with a particular emphasis on strength-based leadership and positive psychology. Students will examine a variety of leadership theories and discover how to craft meaningful change in our organizations. They will use appreciative inquiry, job crafting, storytelling and strength-based leadership to enhance themselves and others. Students will learn about the theories and concepts and apply them to self and others in practical, real-world assignments that include development plans, training programs and papers. Students will share these projects with each other virtually. Students and the instructor will also meet synchronously online for 2-3 short sessions.

ORGL 518 – Gender and Diversity in Leadership

Dimensions of cultural diversity and gender in the area of leadership theory and application is a critical area of on-going research and study for business, social, and political organizations. This graduate course explores the ways in which the complex aspects of diversity and gender shape leadership across multiple fields. Additionally, students will explore the ways in which diversity and gender impacts the lives of leaders and their organizations.

EA 542 – Designing Outcome Based Program Evaluations: Perspectives and Practices (FDIS)

Faculty Guided Independent Study. Each student designs a plan for outcome-based program evaluation, along with evaluation tools, that are relevant to his/her practice setting. This evaluation approach is then considered in relation to other models and approaches to evaluation of education, training, and professional development programs. Illustrations of current program evaluation practices are included.

EA 547 - Designing Online Learning (FDIS)

Faculty Guided Independent Study. This course addresses the process of designing effective, learner-centered online offerings such as webinars, workshops, or modules for use in formal education or training settings. Using adult learning principles, best practices, and backward planning, learning outcomes, content, and assessments are developed and delivered in a virtual environment. Formal and informal learning communities are explored using social media for learner engagement and interaction. The instructor incorporates interactive lectures and group discussions. Assessment criteria and rubrics guide feedback for ongoing learning as well as for final evaluation of performance. Students will have an opportunity to design an offering specifically applicable to their needs and interests with regard to helping adults learn.

LLS 440A – Understanding and Flexing Mindsets

A mindset is a set of mind - a mental aggregate - that fixes thinking into a narrowed range of perceiving and behaving. Our expectations then conform, and we indulge behaviors that align with those expectations. The mindset then sets the mind. Through this seminar we will explore both how mindsets (e.g. a fixed mindset vs a growth mindset) form and their benefits and liabilities. We will also consider dynamics and strategies involved in shifting/managing mindsets in order to develop/engage new approaches to learning, decision making, problem-solving and optimizing positive influence in various spheres of impact (personal, interpersonal, organizational and societal).