

SCPS GRADUATE REGISTRATION BULLETIN

Summer Quarter 2023

June 12th – August 20th

Updated: February 10, 2023

www.scps.depaul.edu

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

IMPORTANT DATES:

June 12th: Summer Quarter classes begin
June 23rd: Last day to drop a course with full reimbursement
August 20th: Summer 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.

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

Residency Courses	Faculty	Course Mode and Notes	Registration #
AP 592			
<i>Graduate Capstone Project</i>	Marienau	Online Asynchronous	45981
LLS 450B			
<i>Applying Systematic Inquiry</i>	Benedetto	Online Asynchronous	46004

Organizational Leadership Courses (ORGL)	Faculty	Course Mode and Notes	Registration #
ORGL 512			
<i>Leading for Social Change</i>	Hurtig	Online Asynchronous	46354

Educating Adults Courses (EA)	Faculty	Course Mode and Notes	Registration #
EA 516			
<i>Designing Educational Offerings</i>	Yanow	Online Hybrid. Required Zoom sessions Thursdays, 6/15, 6/29, 7/13, 7/27, 8/10 from 5:30-8:30pm	46239

Liberal Learning Electives (LLS)	Faculty	Course Mode and Notes	Registration #
LLS 440A			
<i>Understanding and Flexing Mindsets</i>	Neustrom	Online Asynchronous	46131

Summer Term Course Descriptions

AP 592 – Graduate Capstone Project – 4 cr hrs – registration number: 45981

In fulfillment of the approved Integrating Project Proposal (AP-591), students develop and submit an original, independently-conducted project that provides a significant contribution to their areas of focus. Such projects incorporate elements of theory and practice and demonstrate integration of liberal learning and focus area competencies from across the MAAPS Program.

LLS 450B – Applying Systemic Inquiry – 4 cr hrs – registration number: 46004

The two required sections in this domain, LLS-450a & LLS-450b, aim to explore various dimensions/dynamics associated with investigating sources of information and conducting primary research. Central questions include: How do I formulate incisive questions? How do I find and gather relevant and credible information? How do I assess/analyze information and its sources, including my own experience as a source? How do I make sense of confirming and disconfirming information? How do I differentiate knowledge from opinion from reasoned judgment? Embedded in these questions are core concepts regarding the authority of systematic observation/inquiry and evaluated experience.

ORGL 512 – Leading for Social Change – 4 cr hrs – registration number: 46354

As the call to take action for social change across spheres of professional and personal life becomes ever stronger, those who seek to engage in the work of social change are compelled to think and plan critically and creatively about what social change means, what leadership for change means, and how it can be enacted effectively.

In this course we will examine theories and models for social change in relation to social action-oriented modes of leadership. Through case studies, we will explore past and present social change movements that have been enacted in community, educational, organizational, and business settings -- and consider the strengths and weaknesses of those movements and how approaches to change have been implemented. Using Chicago as a field site, students will deepen their understanding of real-world applications of social change leadership theories by studying current social change processes and interviewing leaders. Students will also chronicle the development of their identities as social change leaders and design an action plan that responds to an issue relevant to their professional or personal practice.

EA 516 – Designing Educational Offerings – 4 cr hrs – Online Hybrid. Required Zoom sessions Thursdays, 6/15, 6/29, 7/13, 7/27, 8/10 from 5:30-8:30pm. registration number: 46239

In this course, students will be introduced to major components involved in designing educational offerings for adult learners in various face-to-face settings. Students will develop (or revise) a design plan for an educational offering appropriate to their selected adult clientele. In particular, they will articulate learning outcomes around which to build their design plan (backward design). They will apply theories, concepts, and principles of adult learning while making design decisions. While the design principles addressed in this course are relevant to on-line environments, students who wish to delve further into on-line learning/teaching technology are encouraged to do so through the MAEA Electives option.

LLS 440A – Understanding and Flexing Mindsets – 4 cr hrs – registration number: 46131

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).

IMPORTANT DROP DEADLINES

Summer Term (10-week Course)

Friday, June 23, 2023

**Last day to drop SUM2023 (10-wk) classes with no penalty
(100% refund of tuition if applicable and no grade on transcript)**