DEPAUL UNIVERSITY
SCHOOL OF CONTINUING AND
PROFESSIONAL STUDIES

SCPS GRADUATE COURSE SCHEDULE
Fall Quarter 2025
September 10ᵗʰ – November 25th
Updated: May 1, 2025
www.scps.depaul.edu
Click here for Information on Course Modalities

IMPORTANT DATES:

September 10th: **Fall Quarter** classes begin.

September 23rd: Last day to drop a Fall Quarter course with full reimbursement.

November 25th: 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				
Foundations of Graduate Professional Studies	May	Monday	Online Hybrid. Zoom sessions each week at 6PM	**15352**
AP 508				
Applying Systematic Inquiry	Benedetto	Wednesday	Online Hybrid. Three required zoom sessions, 9/17, 10/15, 11/19 at 6:30pm	**15349**

Organizational Leadership Courses (ORGL)	Faculty	Day	Course Mode and Notes	Registration #
ORGL 506				
Leadership and Organizational Theory	Appleton	Tuesday	Online Hybrid. Required Zoom sessions 9/16, 10/14, 11/18 at 6pm	**15335**
ORGL 514				
Leadership Change and Positive Organizations	Carmen	Monday	Online Hybrid. Required Zoom sessions 9/15, 10/20, 11/10 at 6pm	**15892**
ORGL 518				
Gender and Diversity in Business and Leadership	Mahan	Wednesday	Online Hybrid. Required Zoom sessions 9/10, 9/22, 11/12 at 6pm	**15351**

Educating Adults Courses (EA)	Faculty	Day	Course Mode and Notes	Registration #
EA 542				
Designing Outcome Based Program Evaluation: Perspectives & Practices	Hurtig	Tuesday	Online Hybrid. Required Zoom sessions 9/16, 9/30, 10/14, 10/28, 11/11 at 6pm	**15327**
EA 547				
Designing Online Learning	Neustrom	Thursday	Online Hybrid. Required Zoom sessions 9/11, 10/9, 11/20 at 6pm	**15288**

Social Change Courses (SOCH)	Faculty	Day	Course Mode and Notes	Registration #
SOCH 501				
Expressions of Activism: Art as Social Change Agent	McGury	Thursday	**NEW COURSE** Online Hybrid. Required Zoom sessions 9/11, 10/9, 11/20 at 6pm	**16127**

Liberal Learning Seminar Courses (LLS)	Faculty	Day	Course Mode and Notes	Registration #
LLS 440A				
Understanding and Flexing Mindsets	Carman	Wednesday	Online Hybrid. Required Zoom sessions 9/10, 10/22, 11/12 at 6pm	**15350**

Fall Quarter Course Descriptions

AP 500 – Foundations of Graduate Professional Studies – 4 credit hours
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)
This course engages students with the practice and philosophy of outcome-based program evaluation. Each student designs a plan for outcome-based program evaluation relevant to their practice setting, along with a logic model and evaluation tools. This evaluation approach is then considered in relation to other models and approaches to evaluation of education, training and professional development programs. Throughout the course, students learn about distinct approaches to evaluation that can be applied to an outcomes focus, including participatory, empowerment, and utilization evaluation. This critical exploration includes a consideration of how to address such issues as cultural relevance, feasibility/usability, and power/politics in the design of a program evaluation

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.

SOCH 501 - Expressions of Activism: Art as Social Change Agent - NEW COURSE
This course explores the intersection of art and social movements by examining how the arts have been employed to influence social change throughout history. In the preface to his 1890 novel, A Picture of Dorian Gray, Oscar Wilde claimed that "All art is quite useless." This course challenges Wilde's assertion. Art is created and experienced by human beings who imbue it with a meaning that reflects their own social and political circumstances and values. In this course, students will investigate the uses and methods of art as a powerful medium for effecting change. They will meet virtually with local activists who will discuss how art has impacted their social activism efforts. Drawing on theory, history, and contemporary issues, this course will provide students with an understanding of art as an agent of social change. Whether they are new to the study of social change art or are seasoned activists, students will expand their communities of practice by bringing their own interests into classroom workshops and project presentations with a view to fostering a deeper understanding of their role in driving social change.

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).