

Winter 20 – Fall 20 Planning Schedule

version date → 5/6/2020

LL Seminars**Grad. LIBERAL LEARNING Seminars**SCPS Graduate Programs: scpsgrad@depaul.edu; 312-362-8448

This **Planning Schedule** lists planned, tentative meeting times. (4crhr courses also reserve the last week of the quarter for exams/projects as outlined in their syllabi.) Class meeting times are made official when entered into each quarter's Graduate Registration Bulletin and Campus Connect. All entries below refer to the Loop Campus (unless otherwise indicated). For **most recent version of Planning Schedule**, see <https://scps.depaul.edu/academics/registration/Documents/LLSSchedule20.pdf>

Effectiveness Domain ↓	WINT-2020 (Jan 4—Mar 20)	SPRG-2020 (Mar 28-Jun 12)	SUMM-2020 (Jun 15—Aug 23)	FALL-2020 (Sept 9—Nov 24)
LLS-410 → AGENCY Effectiveness (formerly <i>Personal Effectiveness</i>)	▶ Building & Engaging Resilience -section of <u>LLS-410b</u> (4cr) - ONLINE (all quarter) -FAC: Younger	▶ Voices and Identity in Writing -section of <u>LLS-410c</u> (4cr) - ONLINE ; (all quarter) -FAC: Cummings		
LLS-420 → COLLABORATION Effectiveness (formerly <i>Interpersonal & Org. Effectiveness</i>)	▶ Engaging Play on Purpose -section of <u>LLS-420b</u> (4cr) - WED ; 1/8-3/18 (5:45p-9:00p) -FAC: Kisiel	▶ Communicating Effectively -section of <u>LLS-420c</u> (4cr) - TUES ; 3/31-6/2 (5:45p-9:00p) -FAC: Stewart	▶ Applying Ethics in the Professions -section of <u>LLS-420d</u> (4cr) - HYBRID. TUES ; 6/16, 6/30, 7/14, 7/28, 8/11 (5:45p-9:00p) -FAC: Armstrong	▶ Leadership, Change and Positive Org -section of <u>LLS-420e</u> (4cr) - Online (all quarter) -FAC: Kosiarek
LLS-440 → FLEXIBILITY Effectiveness (emphasizing values)		▶ Travel, Values & Identity -section of <u>LLS-440c</u> (4cr) - WED ; 4/1—6/10 (5:45p—9:00p) -FAC: Kisiel	▶ Latinx Chicago -section of <u>LLS-440b</u> (4cr) - ONLINE ; (all quarter) -FAC: Alicea	▶ Understanding & Flexing Mindsets -section of <u>LLS-440a</u> (4cr) - ONLINE (all quarter) -FAC: Neustrom
LLS-450a → INQUIRY Effectiveness (emphasizing information)		▶ Finding & Assessing Information -section of <u>LLS-450a</u> (2cr) - ONLINE (all quarter) -FAC: Koenig		▶ Finding & Assessing Information -section of <u>LLS-450a</u> (2cr) - ONLINE (all quarter) -FAC: Shultz
LLS-450b → INQUIRY Effectiveness (emphasizing methods of research)	▶ Applying Systematic Inquiry -section of <u>LLS-450b</u> (4cr) - ONLINE (all quarter) -FAC: Marienau		▶ Applying Systematic Inquiry -section of <u>LLS-450b</u> (4cr) - ONLINE (all quarter) -FAC: Marienau	

(a) Purpose/Context: SCPS's graduate programs (*MA in Applied Professional Studies/MAAPS*, *MA in Educating Adults/MAEA* and *MS in Applied Technology/MSAT*) intersect in the Liberal Learning Seminars. Here, the focus is “applied effectiveness” in and through four domains (described below)—with the overarching aim of developing and enhancing “liberal learning” across all. In brief, the aim of “liberal learning” is to constantly “liberate” the mind from the single point of view in order to maximize perspective, thinking, imagination, understanding, initiative and skill.

(b) Directions: MAAPS, MAEA and MSAT students are required to take 18 credit hours of Graduate Liberal Learning. Within the INQUIRY domain, students are required to take 6 credit hours (*LLS-450a (Finding & Assessing Information--2cr)* and *LLS-450b (Applying Systematic Inquiry in Professional Practice—4cr)*). Within the remaining three domains (AGENCY, COLLABORATION & FLEXIBILITY), students are required to take a minimum of 12 additional credit hours (various seminar offerings).

(c) Domain Descriptions: The FOUR domains are listed and described below—

AGENCY Effectiveness •various sections of LLS-410

Seminar sections in this domain aim to explore various dimensions/dynamics associated with knowing, developing and engaging oneself as an “agent” in one’s experience and contribution. Central questions include: Who am I and/or who am I having myself be? Who am I becoming and/or who am I having myself become? What habits of mind, attitude and behavior am I choosing and reinforcing versus becoming victim to and stuck within? Am I living my life or is my life living me? etc. Embedded in these questions are core concepts regarding personal efficacy, empowerment and accountability.

COLLABORATION Effectiveness •various sections of LLS-420

Seminar sections in this domain aim to explore various dimensions/dynamics associated with working together (in dyads, small groups and/or organizations) to achieve shared objectives. Central questions include: How do key factors (e.g., environment, membership, process/structure, communication, trust, decision-making, etc.) impact collaborative success? How are differences surfaced and bridged? What helps/hinders collaboration? How is collaboration evolving in virtual settings? etc. Embedded in these questions are core concepts regarding interpersonal, organizational and cross-cultural dynamics and processes.

FLEXIBILITY Effectiveness •various sections of LLS-440

Seminar sections in this domain aim to explore various dimensions/dynamics associated with the process of valuing and translating valuing into believing and acting. Central questions include: What do I (and others) value, how and on what basis? How are values derived, developed, revised, expanded, retired, etc.? What emotional, cognitive and/or behavioral flexibility is involved in considering differences with the intent to understand them—not necessarily to change them? Embedded in these questions are core concepts regarding ethical reasoning, values-clarification/formation, decision-making and priority-setting.

INQUIRY Effectiveness •section LLS-450a (Finding & Assessing Information; 2cr)

INQUIRY Effectiveness •section LLS-450b (Applying Systematic Inquiry in Professional Practice; 4cr)

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.

(d) Course Descriptions: The following pages list courses---per domain per quarter.

Quarter	Domain	<u>WINTER 2020</u> --COURSE DESCRIPTION per Domain & Quarter.
WINT 2020	<u>AGENCY Effectiveness</u> LLS-410b → (formerly Personal Effectiveness)	► <u>Building & Engaging Resilience (in Adult Life)</u> (4 credit hours) (Fac: Younger) –An ancient proverb reads: “Fall down seven times. Stand up eight.” But how? What’s involved in such flexibility, adaptability, tenacity, hardiness and resilience? What understandings, values and skills help? How does one develop these and nurture them across an adult lifetime? Through this seminar, participants will explore various concepts, models and “best practices” for growing, rebounding and self-guarding one’s resilience—given the challenges and uncertainties of adult life. (Questions? Contact instructor at dyounger@depaul.edu .)
WINT 2020	<u>COLLABORATION Effectiveness</u> LLS-420b → (formerly Interpersonal & Org. Effectiveness)	► <u>Engaging Play on Purpose</u> (4 credit hours) (Fac: Kisel) –A growing body of scientific research indicates that “play” is an essential element of both learning and expression across the lifespan. This course examines the role of play in adult life, the science and research behind play, and selected techniques for fostering healthful play. Participants will explore an established improvisational play practice called InterPlay®, involving guided movement, story-telling and vocal activities. By examining play through the lenses of both experiential learning and current research, participants will deepen their understanding of what it means to “engage play on purpose” as a means of further enhancing their interpersonal effectiveness. (Questions? Contact instructor at ckisel@depaul.edu .)
WINT 2020	<u>FLEXIBILITY Effectiveness</u> LLS-440 → (emphasizing values)	► (not offered this quarter)
WINT 2020	<u>INQUIRY Effectiveness</u> LLS-450a → (emphasizing information)	► (not offered this quarter)
WINT 2020	<u>INQUIRY Effectiveness</u> LLS-450b → (emphasizing methods of research)	► <u>Applying Systematic Inquiry (in Professional Practice)</u> (4 credit hours) (Fac: TBD) – Through this seminar, participants explore the design and implementation process for engaging systematic inquiry in professional practice. Emphasis is placed on: developing practice-based questions; aligning questions to qualitative data-collecting methodologies; adapting methodologies to practice settings; collecting and analyzing data; and, interpreting findings to inform future practice. The roles of theoretical, conceptual and ethical frameworks in the inquiry process also are considered. (Questions? Contact instructor at cmariana@depaul.edu .)

Quarter	Domain	<u>SPRING 2020</u> --COURSE DESCRIPTION per Domain & Quarter.
SPRING 2020	<u>AGENCY Effectiveness</u> LLS-410c → (formerly Personal Effectiveness)	▶ <u>Voices and Identity in Writing (4 credit hours) (Fac: Cummings)</u> - (Questions? Contact instructor at TBD.)
SPRING 2020	<u>COLLABORATION Effectiveness</u> LLS-420c → (formerly Interpersonal & Org. Effectiveness)	▶ <u>Communicating (More) Effectively (4 credit hours) (Fac: Stewart)</u> --Being a better communicator and a more self-aware individual can lead to better performance on teams and to enhanced relationships in both professional and personal life. This seminar will explore ways for an individual to become more self-aware and more effective in a variety of settings. In particular, this awareness will contribute to better team interaction—whether the team is formal or informal—as well as better interpersonal dynamics overall. Basic characteristics of high-performing and dysfunctional teams will be explored, as well as various models of followership. (Questions? Contact instructor at Jstewa12@depaul.edu .)
SPRING 2020	<u>FLEXIBILITY Effectiveness</u> LLS-440c → (emphasizing values)	▶ <u>Travel, Values & Identity (4 credit hours) (Fac: Kisiel)</u> – Sit at the gate at any airport waiting for a flight and you may find a vacationer, a business traveler, a commuter, and an immigrant heading toward a new home – all about to board the same plane. Stand in the immigration line after disembarking, and each of these travelers might have a very different experience. This seminar explores the concept of ‘travel’ and the deeper significance behind our own and others’ choices concerning physical movement from place to place. We will consider topics ranging from ‘enjoying the view,’ curiosity, and the mundane to ideas of the exotic, expectations, conflict, privilege, and choice versus forced removal – all within the context of travel. While this is not a travel course, experiential travel components will be built into some class sessions. Through in-class activities, selected readings, written assignments, and participant/observer field trips, students will be asked to reflect on their own and others’ travel experiences. The goal is that students will emerge with an expanded awareness of travel not just as journey and destination, but also as mindset and learning experience; in turn, this can inform one’s identity, choices and relationships as global citizens. (Questions? Contact instructor at Ckisiel@depaul.edu .)
SPRING 2020	<u>INQUIRY Effectiveness</u> LLS-450a → (emphasizing information)	▶ <u>Finding & Assessing Information (2 credit hours) (Fac: Koenig)</u> –This seminar provides participants with advanced skills in collecting, analyzing and synthesizing literature and resources in their respective area(s) of practice. Among these skills are: searching and accessing various sources; discerning credibility of sources; storing and retrieving information for oneself; constructing thematic literature reviews; and, citing sources using APA style. (Questions? Contact instructor at Mkoenig2@depaul.edu .)
SPRING 2020	<u>INQUIRY Effectiveness</u> LLS-450b → (emphasizing methods of research)	▶ (not offered this quarter)

Quarter	Domain	<u>SUMMER 2020</u> --COURSE DESCRIPTION per Domain & Quarter.
SUMM 2020	<u>AGENCY Effectiveness</u> LLS-410 → (formerly Personal Effectiveness)	▶(not offered this quarter)
SUMM 2020	<u>COLLABORATION Effectiveness</u> LLS-420d → (formerly Interpersonal & Org. Effectiveness)	▶ <u>Applying Ethics in the Professions (4 credit hours) (Fac: Armstrong)</u> -- Moving from theory to applied practice, students will be invited to turn their new knowledge towards the field of engagement which is close to their own industry. Classic and contemporary case studies in business leadership, community organizing, nonprofit management, organizational development, education, healthcare, technology, and sports will all be made available. (Questions? Contact instructor at ramstr1@depaul.edu)
SUMM 2020	<u>FLEXIBILITY Effectiveness</u> LLS-440b → (emphasizing values)	▶ <u>Latinx Chicago (4 credit hours) (Fac: Alicea)</u> --. Through readings, films, pod-casts and field trips, his course will explore the histories, identities, and experiences of Chicago's diverse Latinx populations through an interdisciplinary and multidisciplinary framework. In this course, we will study the history, formation and diverse cultures of Chicago's Latinx communities. We will investigate how Latinx groups define themselves and make sense of their immigration/migration experience. We will study the settlement patterns of these groups, explore questions of community formation, and study issues of housing, employment and education. This course will also explore how the diverse communities that make up Latinax Chicago have organized themselves politically and civically and how they have contributed to addressing issues within their communities and enhancing our City. We will study and use immigration as well as ethnic formation theories to understand Chicago Latinx realities. Because Mexican, Puerto Rican and Central Americans represent the largest Latinx groups in the Chicago metro region, we will focus our studies on these communities. You will, however, have opportunities to study other Latina/o/x groups as well. (Questions? Contact instructor at malicea@depaul.edu .)
SUMM 2020	<u>INQUIRY Effectiveness</u> LLS-450a → (emphasizing information)	▶(not offered this quarter)
SUMM 2020	<u>INQUIRY Effectiveness</u> LLS-450b → (emphasizing methods of research)	▶ <u>Applying Systematic Inquiry (in Professional Practice) (4 credit hours) (Fac: TBD)</u> – Through this seminar, participants explore the design and implementation process for engaging systematic inquiry in professional practice. Emphasis is placed on: developing practice-based questions; aligning questions to qualitative data-collecting methodologies; adapting methodologies to practice settings; collecting and analyzing data; and, interpreting findings to inform future practice. The roles of theoretical, conceptual and ethical frameworks in the inquiry process also are considered. (Questions? Contact instructor at TBD .)

Quarter	Domain	FALL 2020 --COURSE DESCRIPTION per Domain & Quarter.
FALL 2020	<u>AGENCY Effectiveness</u> LLS-410 → (formerly Personal Effectiveness)	▶(not offered this quarter)
FALL 2020	<u>COLLABORATION Effectiveness</u> LLS-420e → (formerly Interpersonal & Org. Effectiveness)	▶ <u>Leadership, Change and Positive Organizations</u> (4 credit hours) (Fac: Kosiarek) -- 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. (Questions? Contact instructor at RKOSIARE@depaul.edu)
FALL 2020	<u>FLEXIBILITY Effectiveness</u> LLS-440a → (emphasizing values)	▶ <u>Understanding and Flexing Mindsets</u> (4 credit hours) (Fac: Neustrom) --. 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). (Questions? Contact instructor at SNEUSTRO@depaul.edu)
FALL 2020	<u>INQUIRY Effectiveness</u> LLS-450a → (emphasizing information)	▶ <u>Finding & Assessing Information</u> (2 credit hours) (Fac: Shultz) –This seminar provides participants with advanced skills in collecting, analyzing and synthesizing literature and resources in their respective area(s) of practice. Among these skills are: searching and accessing various sources; discerning credibility of sources; storing and retrieving information for oneself; constructing thematic literature reviews; and, citing sources using APA style. (Questions? Contact instructor at SSHULTZ@depaul.edu .)
FALL 2020	<u>INQUIRY Effectiveness</u> LLS-450b → (emphasizing methods of research)	▶ (not offered this quarter)