

SCPS GRADUATE REGISTRATION BULLETIN

Spring Quarter 2023

March 25th - June 9th

Updated: March 14, 2023

www.scps.depaul.edu

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

IMPORTANT DATES:

March 25th: Spring Quarter classes begin
April 10th: Last day to drop a course with full reimbursement
June 9th: Spring 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 # |
|--|-----------------|-----------------------|----------------|
| LLS 410 D | | | |
| <i>Writing for Graduate Students</i> | Hayes | Online Asynchronous | 41270 |
| AP 504 | | | |
| <i>Researching Professional Pathways</i> | Grooms / Koenig | Online Asynchronous | 41273 |

| Organizational Leadership Courses (ORGL) | Faculty | Course Mode and Notes | Registration # |
|--|-----------|---|----------------|
| ORGL 508 | | | |
| <i>Communication Skills and Strategies</i> | Stewart | Online Synchronous – Tuesdays, 5:45pm – 9pm | 43189 |
| ORGL 510 | | | |
| <i>Evidence Based Decision Making</i> | Benedetto | Online Asynchronous | 43190 |

| Educating Adults Courses (EA) | Faculty | Course Mode and Notes | Registration # |
|---------------------------------------|---------|---|----------------|
| EA 517 | | Online Hybrid. Required Zoom synchronous sessions 4/1, 4/15, 4/29, 5/13, 6/3 from 9am – 12 noon | |
| <i>Facilitating Adult Learning</i> | Younger | <i>Cross listed with UGRD CCH 317</i> | 42515 |
| EA 518 | | | |
| <i>Enhancing Practice with Theory</i> | Hurtig | Online Asynchronous | 42514 |
| EA 546 | | | |
| <i>Educating for Social Justice</i> | Hurtig | Faculty Guided Independent Study: See Academic Advisor to register. | 41291 |

Spring Term Course Descriptions

LLS 410D – Writing for Graduate Students – 4 cr hrs – registration number: 41270

Whether you have recently earned your bachelor's degree or are returning to school after some time, this course is designed to help students improve their academic writing skills to successfully meet the expectations of graduate-level writing. With a focus on genre, conventions, style, and mechanics, students will advance beyond undergraduate-level research writing to deepen their understanding of the purpose of scholarly writing and strengthen the critical reading, analysis, writing, and revision skills necessary to construct research papers that meet the rigors of graduate level writing. Through critique of existing research, students will learn to identify gaps that present opportunities for them to contribute to the conversation in their discipline or field. To demonstrate learning, students will design a research plan for a topic of their choice and produce either a short graduate- 2 Syllabus, LLS 410 level research paper or a stand-alone graduate-level literature review. Students also have the option to revise a previous or current paper to demonstrate course learning outcomes. This is a writing course not a research methods course. The course assumes that students possess competence in the conventions of academic research writing including working with sources, engaging in writing as an iterative process, using APA citation style, and demonstrating control of Standard American English grammar and mechanics.

AP 504 – Researching Professional Pathways – 4 cr hrs – registration number: 41273

This four-credit hour graduate course provides participants with a sound 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 course provides opportunities for meaningful self, career, and values assessment and reflection on aspects of one's evolving professional identity. The combination of career field research and articulation of key aspects of professional identity culminated in the major deliverable in this course, the five-part Professional Portfolio: a planning document students will use in the creation of their MAAPS Learning Plan in AP 501 and one which they will expand and update throughout their graduate careers.

ORGL 508 – Communication Skills and Strategies – 4 cr hrs – registration number: 43189

This course provides students with an opportunity to learn and practice a variety of techniques designed to further develop communication skills. Effective communicators know themselves from the inside (intrapersonal), interact well with others (interpersonal), and influence positive relations in groups. Students will apply theories and models relevant to their practice areas and will analyze their roles as effective communicators in teams, organizations, communities, and society focusing on speaking, listening, and writing more effectively. Students will also use their knowledge of EI principles as a foundation in their communication strategies.

Communication, long considered a "soft skill," is now viewed as essential to career success. Using a variety of communication modes, students actively engaged in this course will emerge with a clearer and deeper sense of their own behavior, of relationship management, and of performance potential within diverse settings and the value clear communication can offer in these settings.

ORGL 510 – Evidence Based Decision Making – 4 cr hrs – registration number: 43190

Is the information you rely on fake or trustworthy? Are you hoping to learn how to make more informed decisions using trusted techniques and data? We all know the importance of decision making for leaders, but often struggle with making decisions that are both rationale and wise. In this class, students will explore a variety of decision-making models and tips. They will also learn how to find, use and evaluate data and information from a variety of places, including organizational information, scientific data, publications, research and professional judgment. By the end of the course, students will have a toolkit of models, techniques and tips that will help them make decisions with greater confidence and success.

EA 517 – Facilitating Adult Learning – 4 cr hrs – Online Hybrid. Required Zoom synchronous sessions 4/1, 4/15, 4/29, 5/13, 6/3 from 9 am – 12 noon. registration number: 42515

In this course, students will develop and hone skills to facilitate adult learning in a variety of settings. Students will learn about concepts that inform learner-centered methods and techniques of facilitating learning. Throughout the course, they will apply various methods and techniques in various settings and reflect on how these methods influence learning. The repertoire of skills that students develop as facilitators of learning will have both immediate and future application. While the concepts, methods, and techniques covered in this course are relevant to on-line learning, students who wish to delve further into facilitating on-line learning are encouraged to do so through the MAEA Electives option.

EA 518 – Enhancing Practice with Theory in Adult Learning – 4 cr hrs – registration number: 42514

In this capstone course, students' practices in helping adults learn will be grounded in relevant theories, models, and principles of adult learning and development. Students will examine various strands of research and theory that support, challenge, and enhance their practices in working with adult learners in their selected settings. Students will have many opportunities to explore and share new ideas and approaches through the various perspectives studied, thereby enhancing one another's theoretical foundations.

EA 546 – Educating for Social Justice GFDIS – 4 cr hrs – registration number: 41291

This course functions as a Graduate-Faculty-Directed Independent Study/GFDIS. (See MAEA Guidebook for general GFDIS details.) Students critically examine and apply diverse ways of defining, analyzing and engaging in social justice education, as both educators and learners. Key dimensions of social justice approaches to education of adults (culture, ethics and politics; facilitation; curriculum development; and educator as change-agent) will be addressed. In addition to critical reflection on assigned readings, students will observe social justice education in a community context (arranged by the instructor) and will apply social justice principles to an educational offering in their own practice sites.

IMPORTANT DROP DEADLINES

**Spring Term (10-week Course)
Monday April 10, 2023**

**Last day to drop SQ2023 (10-wk) classes with no penalty
(100% refund of tuition if applicable and no grade on transcript)**