# SCPS GRADUATE COURSE SCHEDULE
Spring Quarter 2024
April 1st - June 14th
Updated: March 2, 2024
www.scps.depaul.edu
*Click here for Information on Course Modalities*

**IMPORTANT DATES:**

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|---|---|
| **April 1st:** | **Spring Quarter** classes begin |
| **April 15th:** | Last day to drop a Spring Quarter course with full reimbursement |
| **June 14th:** | 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.
- Student's must have their ID to enter the library on all DePal 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 | Faculty | Day | Course Mode and Notes | Registration # |
|---|---|---|---|---|
| **AP 504** | | | | |
| *Researching Professional Pathways* | Grooms | Saturday | Online Asynchronous. Optional Zoom sessions Saturdays 4/13 & 5/18, 9 am. | **34890** |
| **AP 506** | | | | |
| *Writing for Graduate Students* | Hayes | Monday | Online Asynchronous. Optional Zoom sessions Mondays, 6pm | **36097** |

| Organizational Leadership Courses (ORGL) | Faculty | Day | Course Mode and Notes | Registration # |
|---|---|---|---|---|
| **ORGL 514** | | | | |
| *Leadership, Change and Positive Organizations* | May | Wednesday | Online Asynchronous. Optional Zoom sessions Wednesdays, 6pm **If you have taken LLS 420e, you cannot take this course.** | **36099** |
| **ORGL 518** | | | | |
| *Gender and Diversity in Leadership* | Mahan | Tuesday | Online Asynchronous. Optional Zoom sessions Tuesdays, 6pm **If you have taken LLS 410f, you cannot take this course.** | **36295** |

| Educating Adults Courses (EA) | Faculty | Day | Course Mode and Notes | Registration # |
|---|---|---|---|---|
| **EA 518** | | | | |
| *Enhancing Practice with Theory in Adult Learning (FDIS)* | Hurtig | Thursday | Online Asynchronous. Optional Zoom sessions on Thursdays, 4/4, 4/18, 5/2, 5/16, 6/30 6pm | **34947** |
| **EA 526** | | | | |
| *Assessing Adult Learning* | Neustrom | Thursday | Online Asynchronous. Optional Zoom sessions Thursdays, 6pm | **36100** |

| Liberal Learning Seminar Courses (LLS) | Faculty | Day | Course Mode and Notes | Registration # |
|---|---|---|---|---|
| **LLS 420G** | | | | |
| *Emotional Intelligence at Work* | Younger | Tuesday | Online Asynchronous. Optional Zoom sessions Tuesdays, 6pm | **36101** |

# Spring Quarter Course Descriptions

**AP 504 – Researching Professional Pathways**

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.

**AP 506 – Writing for Graduate Students** *(formerly LLS 410d)*

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.

**ORGL 514 - Leadership, Change and Positive Organizations** *(formerly LLS 420e)*

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**

Women's work is never done.  Not only are women mothers and wives, but these days the expectation is that women will take on leadership roles outside the home as well.  What makes a woman a leader?  How did the workplace differ when women were not corporate leaders?  Who are today's prominent female leaders and how are they shaping our future?  In this course, learners will study the lives and contributions of various important women from business, politics, and social action.  Students will assess equality in management and leadership, the psychological makeup of the woman leader, and the ways in which women's contributions to leadership differ from men's.   Furthermore, the class will endeavor to define leadership, its consequences, and its personal ramifications.  Students should expect to read extensively about the lives and characteristics of contemporary women who have surfaced in leadership roles.  Learners will also identify women leaders in their own workplaces and communities and assess their involvement in the corporation and/or general public.

**EA 518 - Enhancing Practice with Theory in Adult Learning (FDIS)**

In this course, students will learn how to draw on theories relevant to their area of focus in order to identify key principles of good practice in their field and apply those theories to enhance their professional and/or personal practice. (In this course, "enhancing practice" may refer to addressing an identified problem, improving, or broadening one's skills, becoming a more reflective practitioner, among many meanings.) We begin by delving into notions of theory, practice, and praxis, and exploring diverse models for applying theory to practice, such as the "problem-posing cycle" and "research into action." Students then

identify an area of their practice they seek to enhance.  For the remainder of the course, students will engage in the initial steps of using theory to enhance their practice, culminating in an action plan for ongoing improvement through "praxis," which they will then share with the class. Throughout the course, students will keep a "praxis journal" as a means of reflecting on changes in their targeted practice, their deepening understanding of relevant theories, as well as their learning experience during the course.

**EA 526 - Assessing Adult Learning**

In this course, students will learn about and apply various approaches for assessing learning outcomes of individuals in ways that also contribute to the learning process. The assessment of adult leaning entails examining the actual outcomes of learning activities in relation to intended outcomes to make determinations about, and continually improve, both student learning and facilitator instructional practices. Students will address these components as they develop an assessment plan relevant to their practice setting and gain skill in designing assessment instruments.

**LLS 420g - Emotional Intelligence at work**

Success and satisfaction at work and in life depend on the partnership between thinking and feeling, though our organizations and cultures may not acknowledge that. Too often people are told to "leave emotions out of it" when human biology makes that impossible. This course focuses on how we can develop strength in recognizing and managing our emotions to better manage our behavior, our relationships, and our agility in responding to various settings. Participants will deepen their understanding of emotional intelligence (EI) by exploring the research literature and completing an assessment of EI sponsored by 6 Seconds (http://www.6seconds.org)

Research regarding emotional intelligence has expanded in recent decades but the past three years have offered powerful studies of emotions at work following the peak of the COVID-19 pandemic. The course will examine recent research by Gallup, 6 Seconds, and the U.S. Department of Labor addressing empathy as the cornerstone competence of emotional intelligence, mental and emotional health in the workplace, and how global declines in emotional intelligence pose threats to innovation, intercultural relations, and economic development. Participants also will examine their current profile of emotional intelligence and consider pathways for growth at work and beyond.