

## SCPS GRADUATE COURSE SCHEDULE

### Spring Quarter 2025 - March 29 - June 13, 2025

Updated: January 27, 2025

[www.scps.depaul.edu](http://www.scps.depaul.edu)

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

#### IMPORTANT DATES:

**March 29th**      **Spring Quarter** classes begin  
**April 11th:**      Last day to drop a Spring Quarter course with full reimbursement  
**June 13th:**      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 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 (Core) Courses	Faculty	Day	Course Mode and Notes	Registration #
<b>AP 500</b>				
<i>Foundations of Graduate Professional Studies</i>	May	Monday	Online Asynchronous. Optional zoom sessions at 6pm	<b>35331</b>
<b>AP 508</b>				
<i>Applying Systemic Inquiry</i>	Benedetto	Saturday	Online Asynchronous. Optional zoom sessions.	<b>35330</b>

Organizational Leadership Track Courses (ORGL)	Faculty	Day	Course Mode and Notes	Registration #
<b>ORGL 506</b>				
<i>Leadership and Organizational Theory</i>	Appleton	Tuesday	Online Asynchronous. Optional zoom sessions at 6PM	<b>35332</b>
<b>ORGL 514</b>				
<i>Leadership, Change and Positive Organizations</i>	Carman	Monday	Online Asynchronous. Optional sessions at 6PM. <b>If you have taken LLS 420e, you cannot take this course.</b>	<b>34907</b>
<b>ORGL 518</b>				
<i>Gender and Diversity in Leadership</i>	Mahan	Wednesday	Online Asynchronous. Optional zoom sessions 4/9,4/23,5/14,5/28 6:30PM <b>If you have taken LLS 410f, you cannot take this course.</b>	<b>34914</b>

Educating Adults Track Courses (EA)	Faculty	Day	Course Mode and Notes	Registration #
<b>EA 518</b>				
<i>Enhancing Practice with Theory in Adult Learning (FDIS)</i>	Hurtig	Tuesday	Optional zoom sessions 4/1, 4/15, 4/29, 5/13, 5/27 6-8 PM	<b>34878</b>
<b>EA 526</b>				
<i>Assessing Adult Learning</i>	Neustrom	Thursday	Online Asynchronous. Optional zoom sessions 4/17, 5/1, 5/22 6:30 PM	<b>34908</b>

Liberal Learning Seminar Courses (LLS)	Faculty	Day	Course Mode and Notes	Registration #
LLS 460				
<i>Leading Successful Projects</i>	Trondsen	Wednesday	Online Asynchronous. Optional zoom sessions 4/2, 5/7, 7 PM <b>NEW COURSE</b>	<b>35333</b>

## Spring Quarter Course Descriptions

### **AP 500 – Foundations of Graduate Professional Studies**

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 Systemic 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 Theory**

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** *(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 learning 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 460 - Leading Successful Projects**

This course is designed to provide students with a broad and deep understanding of Project Management, with the primary focus on the project management key principles, concepts and methods to give individuals, and the organizations that employ them, a competitive advantage in the marketplace.