

Spring Quarter 2022

3/26/22 – 6/10/22

SCPS GRADUATE REGISTRATION BULLETIN

Updated: February 17, 2022

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

GRADUATE PROGRAMS:

DePaul's School of Continuing and Professional Studies offers three graduate programs:

- ◆ Master of Arts Program in Applied Professional Studies (MAAPS) [*individualized areas of study*]
- ◆ Master of Arts Program in Educating Adults (MAEA)
- ◆ Master of Science Program in Applied Technology (MSAT)

IMPORTANT DATES & KEY INFORMATION: See <http://www.depaul.edu/university-catalog/academichandbooks/graduate/university-information/Pages/academic-calendar.aspx>

Mar 18: Tuition due; after this date, due within 24 hours of registration. .

Mar 26: Quarter begins.

Apr 15-17: University closed (Good Friday/Easter Holiday)

May 27: Independent Learning Products due. (See note below.)

May 30: University closed (Memorial Day holiday)

See Employer Deferral Tuition Plan application due date at <https://offices.depaul.edu/student-financial-accounts/payment-plans/employertuition-deferral-plan/Pages/default.aspx>

► **GSPRC REVIEW:** Items for review by the Graduate Student Program Review Committee (GSPRC) at their monthly meeting are to be submitted to/through one's Faculty Mentor by the *first Thursday of each month*.

► **INDEPENDENT LEARNING PRODUCTS:** To insure grade posting within the quarter, **Independent Learning Products** are due to one's Faculty Mentor (having been already assessed by prior assessors) *two weeks prior to day the quarter ends*.

► **GRADUATION STEPS & other KEY INFORMATION:** See appropriate Program Guidebook and GRADUATE STUDENT RESOURCES at: <https://scps.depaul.edu/student-resources/graduate-resources/Pages/default.aspx>

QUESTIONS?

Questions pertaining to specific programs of study should be addressed to each program's Program Guidebook, one's Graduate Faculty Mentor or the Program Coordinator. General questions should be directed to the Graduate Programs Office.

► Contact Info: <https://scps.depaul.edu/about/contact-us/Pages/default.aspx> or 312/362-8001

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TO REGISTER: To learn how to register, please view this step-by-step training tutorial, link [here](#).

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. Active students may request to be registered for Continuing Activity Status- a 0 credit hour registration that incurs a \$25 athletic fee. Requests will be reviewed on a case-by-case basis and must have the approval of the Faculty Mentor and the SCPS Associate Dean (to request, fill out the Special Registration [form](#)). Discontinued students must apply for readmission.

SPECIAL REGISTRATIONS: If you have been advised by your mentor to request a special registration or if you wish to register for a course after the registration window has closed for students on Campus Connect, please complete a "Graduate Special Registration Form" link [here](#).

Examples of Special Registrations are:

AP-587* Supplemental Comp. III (2cr)	39857	39859	43054
AP-588* Supplemental Comp. IV (2cr)	39860	39862	43055
AP-589* Supplemental Comp. V (2cr)	39863	39865	43056
AP-591 Integrating Proj. Proposal (2cr)	39866	39868	43057
AP-592 Integrating Proj. Final Product (6cr)	39869	39871	43058

***NOTE:** If fulfilling a MAAPS Competence via a DePaul course or courses/certificates outside DePaul (as approved in your Learning Plan), register for the COURSE (and pay its tuition/fee). Do not register for the competence above. Upon completion of the COURSE, your Faculty Mentor will link the COURSE to the appropriate required competence and such will appear in your Degree Progress Report/DPR.

MAEA (Core Courses)	Cohort	Faculty	Meeting Notes	Class #
EA – 515 Developing Professional Identity (4 cr)	--	--	--	
EA – 516 Designing Educational Offerings (4 cr)	--	--		
EA – 518 Enhancing Practice with Theory in Adult Learning (4 cr)		--	--	
EA – 535 Reflective Practice Seminar #1 (0.5cr)	--	--	--	
EA – 536 Reflective Practice Seminar #2 (0.5cr)	--	--	--	
EA – 537 Reflective Practice Seminar #3 (0.5cr)	--	--	--	
EA–538 Reflective Practice Seminar #4 (0.5cr)	--	--	--	

MAEA (Elective courses)	Cohort	Faculty	Meeting Notes	Class #
GFDIS: EA – 542 Designing Program Evaluation GFDIS (2 cr)	--	--	--	
GFDIS: EA – 542 Designing Program Evaluation GFDIS (4 cr)	--	--	--	
GFDIS: EA – 546 Educating for Social Justice GFDIS (4 cr)	--	Hurtig		43562

Course descriptions

AP 504 Researching Professional Pathways (4 credit hours), Class # 43020

This 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.

LLS 410g Advanced Theory and Leadership (4 credit hours), Class # 43450

In this course students will strengthen their knowledge and skills in leadership theories and examine successful applications in public, private, and non-governmental organizations. Students will examine classic and current scholarship to bridge between theory and practice. Emphasis is placed on understanding the efficacy of the theories in the context of implementation in a global business environment.

LLS 420g Emotional Intelligence at Work (4 credit hours), Class # 42788

One’s IQ (intelligence quotient) alone does not predict success in the workplace or in life. Emotional intelligence (EI) plays a vital role as well. This course provides an introduction to the field of emotional intelligence, evidence of its impact on individuals and organizations, and strategies for applying it in multiple settings. Participants will deepen their understanding of EI by exploring the research literature and completing an assessment of EI provided by 6 Seconds (<http://www.6seconds.org>). Strategies for applying EI to increase one’s success and satisfaction at work and in other social contexts will also be explored. There are a several models of emotional intelligence, each with a measure used by individuals to create a profile of EI abilities, used as the basis for learning and development. Some focus more directly on the workplace or on therapeutic settings. The Six Seconds’ model of EI is designed to have broad application and enable individuals to draw on EI across the various dimensions of their lives.

LLS 410D Writing for Graduate Students (4 credit hours), Class # 42988

This course provides students with the strategies they need to successfully meet the expectations of graduate-level academic writing. With a focus on genre, conventions, style, and mechanics, students will advance beyond undergraduate-level research writing to deepen their understanding of scholarly writing and strengthen the critical reading, research, writing, and revision skills necessary to meet the rigors of graduate level writing. Students will learn how to effectively contribute to the conversation in their discipline. To demonstrate their learning, students will design a research plan for a topic of their choice and write a scholarly article complete with literature review and abstract.

EA 546 Educating for Social Justice GFDIS (4 credit hours), Class # 43562

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.