

SCPS GRADUATE COURSE SCHEDULE

Summer Quarter 2025

June 16th - August 22nd

Updated: January 27, 2025

www.scps.depaul.edu

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

IMPORTANT DATES:

June 16th: Summer Quarter classes begin
June 27th: Last day to drop a Summer Quarter course with full reimbursement
August 22nd: Summer 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 (AP)	Faculty	Day	Course Mode and Notes	Registration #
AP 506				
<i>Writing for Graduate Students</i>	Hayes	Monday	Online Asynchronous. Optional zoom sessions at 6pm	40954
AP 592				
<i>Graduate Capstone Project</i>	Marienu	Saturday	Zoom sessions on June 21 & 28, July 19, and August 16 th from 9-12pm. Optional office hours TBA	40853

Organizational Leadership Courses (ORGL)	Faculty	Day	Course Mode and Notes	Registration #
ORGL 508				
<i>Communication Skills & Strategies</i>	Stewart	Tuesday	Online Hybrid. Required Zoom sessions Tuesdays, 6:00 PM Sessions to be recorded.	40862
ORGL 511				
<i>Evidence Based Decision Making</i>	Benedetto	Thursday	Online Asynchronous. Optional zoom sessions June 26, July 17, August 13 6PM	40865
ORGL 512				
<i>Leading for Social Change</i>	Hurtig	Wednesday	Online Asynchronous. Optional zoom sessions 6/18, 7/2, 7/16, 7/30, 8/13 from 6-8 PM	40852

Educating Adults Courses (EA)	Faculty	Day	Course Mode and Notes	Registration #
EA 517				
<i>Facilitating Adult Learning</i>	Neustrom		Online Asynchronous. Optional zoom sessions 6/19, 7/1, 8/14 6:30 PM	40953

Summer Quarter Course Descriptions

AP 506 – Writing for Graduate

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.

AP 592 – Graduate Capstone Project

In AP 592 each student carries out an applied project that makes a meaningful contribution to their area of focus. The capstone-level project incorporates elements of theory and practice and demonstrates integration of liberal learning and focus area competencies from across the MAAPS Program. Prerequisites: AP 501, AP 504, AP 506 and AP 508.

ORGL 508 – Communication Skills and Strategies

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 511 – Evidence Based Decision Making

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.

ORGL 512 – Leading for Social Change

In this course we examine theories and models for social change in relation to social action-oriented modes of leadership. Through case studies, we explore past and present social change movements that have been enacted in community, educational, organizational, and business settings and consider the strengths and weaknesses of those movements and how approaches to change have been implemented. Using Chicago as a field site, students deepen their understanding of real-world applications of social change leadership theories by studying social change leadership as it is enacted in an organization, program, or movement. Students also chronicle the development of their identities as social change leaders and design an action plan that responds to a social problem or issue relevant to their professional or personal practice.

EA 517 - Facilitating Adult Learning

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.