

SUMMER QUARTER 2022

06/13/22 – 08/21/22

SCPS GRADUATE REGISTRATION BULLETIN

Updated: April 25, 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>

June 10: Tuition due; after this date, due within 24 hours of registration. .

June 13: Quarter begins.

July 4: University closed (Independence Day)

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

Summer QTR. (2022)

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:

- Graduate courses offered by the College of Business or College of Communications.
- Requests for Continuing Activity Status.
- GGIS: Graduate Guided Independent Study (SCPS-532) authorized your mentor. Or, GILP: Graduate Independent Learning Pursuit (EA-533) authorized by MAEA mentors only.
- Registration for courses completed in a previous quarter or taken in a different quarter than the student's cohort group.

LIBERAL LEARNING Seminars—All Programs	Faculty	Meeting Notes	Class #
LLS 410h – Effective Leadership in a Changing Environment			
<i>Agency Effectiveness</i>	Mahan	<i>Online Asynchronous - Cross-listed with UGRD DCM 301</i>	43043
LLS 420h – Leading for Social Change (4 cr)			
<i>Collaboration Effectiveness</i>	Hurtig	<i>Online Asynchronous – Cross listed with UGRD CCH 320</i>	42014
LLS 440a – Understanding and Flexing Mindsets (4 cr)			
<i>Flexibility Effectiveness</i>	Neustrom	<i>Online Asynchronous</i>	42846
LLS 450b – Applying Systemic Inquiry (4 cr)			
<i>Inquiry Effectiveness</i>	Benedetto	<i>Online Asynchronous</i>	41929

***NOTE:** All MAAPS, MAEA & MSAT graduate students complete a minimum of 18 credit hours of liberal learning and are advised to diversify LL courses across FIVE domains of applied Liberal Learning in Reflective Practice (agency; collaboration; organizational; flexibility; and, inquiry.) Various options per domain are offered each quarter. To consider the options above in relation to those planned for the next few quarters, see <https://SCPS.depaul.edu/academics/regISTRATION/Pages/Graduate-Registration-Information.aspx>

MAAPS (Core Courses)	Cluster	Faculty	Meeting Notes	Class #
AP – 501 Professional Planning Proseminar (4 cr)		Marienau		42854
AP – 502 Learning Plan Review (2 cr)	--	--	--	
AP – 528 Assessment & Integration Session 1 (0.5cr)		STAFF		42855
AP – 548 Assessment & Integration Session 2 (0.5cr)		STAFF		41825
AP – 558 Assessment & Integration Session 3 (0.5cr)		STAFF		42856
AP – 578 Assessment & Integration Session 4 (0.5cr)		STAFF		42857

>>>>>>>>>>>>>>>>>>>>	<i>Class #---Register by Faculty Mentor</i> ⬇️		
--Focus Area Competencies	Matamonasa	McGury	Buckley
AP-510* Main Theories (2cr)	41875	41948	42022
AP-520* Methods of Research (2cr)	41877	41949	42023
AP-530* Specialized Skills (2cr)	41879	41950	42024

AP-540* Communication Modes (2cr)	41881	41951	42025
AP-550* Org/ Interpersonal Dynamics (2cr)	41883	41952	42026
AP-560* Challenges/Larger Contexts (2cr)	41885	41953	42027
AP-570* Ethical Issues (2cr)	41887	41954	42028
AP-574* Reflection on Practice (2cr)	41889	41955	42029
AP-585* Supplemental Comp. I (2cr)	41891	41956	42030
AP-586* Supplemental Comp. II (2cr)	41893	41957	42031
AP-587* Supplemental Comp. III (2cr)	41895	41958	42032
AP-588* Supplemental Comp. IV (2cr)	41897	41959	42033
AP-589* Supplemental Comp. V (2cr)	41899	41960	42034
AP-591 Integrating Proj. Proposal (2cr)	41901	41961	42035
AP-592 Integrating Proj. Final Product (6cr)	41903	41962	42036

***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 – 535 Reflective Practice Seminar #1 (0.5cr)	--	--	--	
EA – 536 Reflective Practice Seminar #2 (0.5cr)	--	--	--	
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)	--	--	--	

Course descriptions:

LLS 410h – Effective Leadership in a Changing Environment (4 cr), Class # 43043

In this leadership course, students will use readings, behavior/trait surveys, and case studies to understand leadership theories and models. Participants will learn to create, establish, and reinforce cultural rules of engagement designed to increase communication effectiveness and get the most out of the current human dynamic in their respective environments. Understanding these various leadership models allows students to reflect on their own style in today's culturally changing environments.

LLS 420h- Leading for Social Change (4cr) Class # 42014

As the call to take action for social change across spheres of professional and personal life becomes ever stronger, those who seek to engage in the work of social change are compelled to think and plan critically and creatively about what social change means, what leadership for change means, and how it can be enacted effectively. In this course we will examine theories and models for social change in relation to social action-oriented modes of leadership. Through case studies, we will 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 will deepen their understanding of real-world applications of social change leadership theories by studying current social change processes and interviewing leaders. Students will also chronicle the development of their identities as social change leaders and design an action plan that responds to an issue relevant to their professional or personal practice.

LLS 440a- Understanding and Flexing Mindsets (4cr) Class # 42846

A mindset is a set of mind - a mental aggregate - that fixes thinking into a narrowed range of perceiving and behaving. Our expectations then conform and we indulge behaviors that align with those expectations. The mindset then sets the mind. Through this seminar we will explore both how mindsets (e.g. a fixed mindset vs a growth mindset) form and their benefits and liabilities. We will also consider dynamics and strategies involved in shifting/managing mindsets in order to develop/engage new approaches to learning, decision making, problem-solving and optimizing positive influence in various spheres of impact (personal, interpersonal, organizational and societal).

LLS 450b- Applying Systemic Inquiry (4cr) Class # 41929

The two required sections in this domain, LLS-450a & LLS-450b, aim to explore various dimensions/dynamics associated with investigating sources of information and conducting primary research. Central questions include: How do I formulate incisive questions? How do I find and gather relevant and credible information? How do I assess/analyze information and its sources, including my own experience as a source? How do I make sense of confirming and disconfirming information? How do I differentiate knowledge from opinion from reasoned judgment? Embedded in these questions are core concepts regarding the authority of systematic observation/inquiry and evaluated experience.

AP 501- Professional Planning Proseminar (4cr) Class # 42854

This seminar explores the aims of graduate education in relation to each student's focused program of study. In furthering the foundation for the Master of Arts degree in Applied Professional Studies, primary emphasis is placed on: a) enhancing facility with graduate level learning in the service of goals for personal/professional development; b) identifying paths and learning modalities available to in SCPS MAAPS; and c) selecting and developing a fitting focus area, to be expressed in a working draft of a detailed learning plan. To create the MAAPS learning plan, students build on their knowledge of content, standards, and issues in their field of professional study (Focus Area) and consider how Elements of Better Practice will impact their professional

work. Structured track students will be introduced to the requirements of their track and all students will set up an Academic Committee that consists of the student Chairperson, the Faculty Mentor, and a Professional Advisor (an experienced professional in the student's Focus Area).