

## SCPS GRADUATE COURSE SCHEDULE

### December Term 2023 & Winter Quarter 2024

January 6<sup>th</sup> – March 22<sup>nd</sup>

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

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

#### **IMPORTANT DATES:**

- November 27<sup>th</sup>:** December Term classes begin
- November 29<sup>th</sup>:** Last day to drop a December Term course with full reimbursement
- December 31<sup>st</sup>:** December Term course ends
- January 6<sup>th</sup>:** Winter Term classes begin
- January 19<sup>th</sup>:** Last day to drop a Winter Quarter course with full reimbursement
- March 22<sup>nd</sup>:** Winter 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.
- Students 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 Courses	Faculty	Course Mode and Notes	Registration #
<b>LLS 420D</b>			
<i>Applying Ethics in the Professions</i> <b>DECEMBER TERM – Course runs 11/27/23 – 12/31/23</b>	Mahan	Online Asynchronous with optional Zoom sessions 11/29 and 12/13 at 6pm	<b>10045</b>
<b>AP 501</b>			
<i>Professional Planning Seminar</i>	Marienau	Online Hybrid. Required Zoom sessions on Saturday, 1/6, 1/20, 2/17 and 3/9 from 9:00 AM – 12 PM	<b>24500</b>
<b>AP 508</b>			
<i>Applying Systemic Inquiry</i>	Benedetto	Optional zoom sessions January 14, January 27, February 11, February 24 and March 17 from 11AM-12:30PM	<b>25952</b>
<b>AP 592</b>			
<i>Graduate Capstone Project</i>	Marienau	Online Hybrid. Two required Zoom sessions 1/13/24 & 3/2/24 – 9am – 12 pm	<b>25085</b>

Organizational Leadership Courses (ORGL)	Faculty	Course Mode and Notes	Registration #
<b>ORGL 508</b>			
<i>Communication Skills &amp; Strategies</i>	Stewart	Synchronous sessions on Tuesdays at 6 p.m. Attendance is encouraged. Sessions will be recorded.	<b>25080</b>
<b>ORGL 510</b>			
<i>Evidence Based Decision Making</i>	Benedetto	Optional zoom Sessions: January 13, January 28, February 10, February 25, March 16 from 6:00PM-7:30PM	<b>25081</b>
<b>ORGL 512</b>			

<i>Leading for Social Change</i>	Hurtig	Required Zoom Sessions Jan 9, Jan 23, Feb 6, Feb 20, March 12 from 5:30PM- 8PM	<b>25082</b>
<b>Educating Adults Courses (EA)</b>	<b>Faculty</b>	<b>Course Mode and Notes</b>	<b>Registration #</b>
<b>EA 517</b>			
<i>Facilitating Adult Learning</i>	Neustrom	Optional zoom sessions on 1/11, 02/08, 03/07 at 6PM.	<b>25084</b>
<b>EA 546</b>			
<i>Educating for Social Justice</i>	Hurtig	Required zoom sessions on Jan 17, Jan 31, Feb 14, Feb 28, March 13 from 5:30PM - 8PM	<b>25083</b>

## December Term Course Description

### **LLS 420d – Applying Ethics in the Professions**

Moving from theory to applied practice, students will be invited to turn their new knowledge towards the field of engagement, which is close to their own industry. Classic and contemporary case studies in business leadership, community organizing, nonprofit management, organizational development, education, healthcare, technology, and sports will all be made available.

## Winter Term Course Descriptions

### **AP 501 – Professional Planning Seminar**

This seminar explores the aims of graduate education in relation to each student's chosen track. 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 available paths and learning modalities and c) selecting a track. Students will build on their knowledge of content, standards, and issues in their field of professional study and consider how Elements of Better Practice will impact their professional work.

### **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.

### **AP 592 – Graduate Capstone Project**

In AP 592, each student carries out an applied project that makes a meaningful contribution to his or her 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 510 – 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. The concepts, methods, and techniques covered in this course are relevant to on-line learning and students who wish to delve further into facilitating on-line learning.

**EA 546 – Educating for Social Justice**

This course functions as a Graduate-Faculty-Directed Independent Study/GFDIS. Students critically examine and apply diverse ways of defining, analyzing, and engaging in social justice education, in their roles as both educators and learners. Key dimensions of social justice approaches to the education of adults (culture, ethics, and politics; facilitation; curriculum; and educator as change-agent) will be addressed. In addition to critical reflection on assigned readings, students observe a social justice-oriented educational offering in a community context (arranged by the instructor) and apply social justice principles to an educational offering in their own practice sites.