SCPS GRADUATE COURSE SCHEDULE
December Term 2024 & Winter Quarter 2025
January 4th – March 21st
www.scps.depaul.edu
Click here for Information on Course Modalities

IMPORTANT DATES:

December 2nd:	**December Term** classes begin
December 4th:	Last day to drop a December Term course with full reimbursement
December 31st:	December Term course ends
January 4th:	**Winter Term** classes begin
January 17th:	Last day to drop a Winter Quarter course with full reimbursement
March 21st:	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.

DECEMBER TERM 2024	Faculty	Course Mode and Notes	Registration #
LLS 420D			
Applying Ethics in the Professions **DECEMBER TERM – Course runs 12/2/24 – 12/31/24**	Mahan	Online Asynchronous with optional Zoom sessions Tuesdays, 12/3 & 12/17, 6pm	**10018**

WINTER TERM 2025			
Residency Courses	**Faculty**	**Course Mode and Notes**	**Registration #**
AP 506			
Writing for Graduate Students	Hayes	Online Asynchronous with optional Zoom sessions Mondays, 6pm	**25246**
AP 592			
Graduate Capstone Project	Marienau	Online Hybrid. Required Zoom sessions on Saturday, 1/4 & 1/18 from 9:00 AM – 11:30 AM	**24041**
LLS 420g			
Emotional Intelligence at Work	Younger	Online Asynchronous with optional Zoom sessions Thursdays, 1/9, 1/23, 2/6, 2/20, 3/6 - 6pm	**25249**

Organizational Leadership Courses (ORGL)	Faculty	Course Mode and Notes	Registration #
ORGL 508			
Communication Skills & Strategies	Stewart	Online Synchronous. Required Zoom sessions Tuesdays, 6pm	**24037**
ORGL 511			
Evidence Based Decision Making	Benedetto	Online Asynchronous with optional Zoom sessions Saturdays, 1/11, 2/8, 3/1, 11am	**25247**
ORGL 512			
Leading for Social Change	Hurtig	Online Asynchronous with optional Zoom sessions Tuesdays, 1/7, 1/21, 2/4, 2/18, 3/4, 6pm	**24038**

Educating Adults Courses (EA)	Faculty	Course Mode and Notes	Registration #
EA 516			
Designing Educational Offerings	Neustrom	Online Asynchronous with optional Zoom sessions Tuesdays, 6pm	**25248**
EA 546			
Educating for Social Justice	Hurtig	Online Asynchronous with optional Zoom sessions Wednesdays, 1/15, 1/29, 2/12, 2/26, 3/12, 6pm	**24039**
EA 517			
Facilitating Adult Learning	Neustrom	Faculty Guided Independent Study	**24040**

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 506 – Writing for Graduate Students
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 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.

LLS 420g – Emotional Intelligence at Work
Success and satisfaction at work and in life depend on the partnership between thinking and feeling, though our organizations and cultures may not acknowledge that. Too often people are told to "leave emotions out of it" when human biology makes that impossible. This course focuses on how we can develop strength in recognizing and managing our emotions to better manage our behavior, our relationships, and our agility in responding to various settings. Participants will deepen their understanding of emotional intelligence (EI) by exploring the research literature and completing an assessment of EI sponsored by 6 Seconds (http://www.6seconds.org) Research regarding emotional intelligence has expanded in recent decades but the past three years have offered powerful studies of emotions at work following the peak of the COVID-19 pandemic. The course will examine recent research by Gallup, 6 Seconds, and the U.S. Department of Labor addressing empathy as the cornerstone competence of emotional intelligence, mental and emotional health in the workplace, and how global declines in emotional intelligence pose threats to innovation, intercultural relations, and economic development. Participants also will examine their current profile of emotional intelligence and consider pathways for growth at work and beyond.

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 516 – Designing Educational Offerings
In this course, students will be introduced to major components involved in designing educational offerings for adult learners in various face-to-face settings. Students will develop (or revise) a design plan for an educational offering appropriate to their selected adult clientele. In particular, they will articulate learning outcomes around which to build their design plan (backward design). They will apply theories, concepts, and principles of adult learning while making design decisions.

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.