

SCPS GRADUATE COURSE SCHEDULE December Term 2026 & Winter Quarter 2027

January 4th – March 20th

Updated: October 1, 2026

<https://scps.depaul.edu/>

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

IMPORTANT DATES:

November 30th: December Term classes begin
December 2nd: 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 20th: 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 2026	Faculty	Day	Course Mode and Notes	Registration #
LLS 480				
<i>Strategic Change Management</i>	Paulson	Wednesday	Course runs 11/30/26 – 12/31/26 Zoom Sessions: 12/2 & 12/16 from 6-9 PM CT	10001
WINTER TERM 2027				
Residency Courses	Faculty	Day	Course Mode and Notes	Registration #
AP 506				
<i>Writing for Graduate Students</i>	Hayes	Monday	Online Hybrid. Zoom sessions on Mondays 1/4, 1/18, 2/1 from 6-9pm CT	24944
AP 592				
<i>Graduate Capstone Project</i>	Marienau	Saturday	Online Hybrid. Zoom sessions on Saturdays 1/9, 1/16, 2/13, 3/13 from 9am – 12 pm CT	24922
LLS 411				
<i>Autobiographic Research</i>	Hayes	Monday	Online Hybrid. Zoom sessions on Mondays 1/11, 2/8, 2/22, 3/8 from 6-9pm CT	25742
LLS 420g				
<i>Emotional Intelligence at Work</i>	Carman	Wednesday	Online Hybrid. Zoom sessions on 1/27, 2/17, 3/10 from 6-9 pm CT	24947

Organizational Leadership Courses (ORGL)	Faculty	Day	Course Mode and Notes	Registration #
ORGL 508				
<i>Communication Skills & Strategies</i>	Stewart	Tuesday	Online Synchronous. Zoom sessions every Tuesday from 6-9pm CT	24919
ORGL 511				
<i>Evidence Based Decision Making</i>	Paulson	Wednesday	Online Hybrid. Zoom sessions on Wednesdays, 1/13, 2/10, 2/24 from 6-9pm CT	24945
ORGL 512				
<i>Leading for Social Change</i>	Hurtig	Wednesday	Online Hybrid. Zoom sessions on Wednesdays 1/6, 1/20, 2/3, 2/17, 3/3 from 6-9pm CT	24920

Educating Adults Courses (EA)	Faculty	Day	Course Mode and Notes	Registration #
EA 516				
<i>Designing Educational Offerings</i>	Neustrom	Thursday	Online Hybrid Zoom sessions on Thursdays 1/7, 2/4, 3/4 from 6-9pm CT	24946
EA 546				
<i>Educating for Social Justice</i>	Hurtig	Thursday	Online Hybrid. Zoom sessions on Thursdays 1/14, 1/28, 2/11, 2/25, 3/11 from 6-9pm CT	24921

December Term Course Description

LLS 480 -Strategic Change Management

This is a 4 credit-hour Liberal Learning Seminar for all degree tracks in the Master of Arts in Applied Professional Studies degree program: Educating Adults, Organizational Change, Social Change. The course design combines asynchronous online learning with weekly mandatory video conferencing.

Program Learning Outcomes and Course Learning Outcomes reflect strategic principles and practices of change management as applied in workplace and community organizational settings.

Students critically evaluate models and theories of strategic change and create a strategic change management plan for improvement in their area of professional practice.

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 500, AP 506 and AP 508.

LLS 411 – Autobiographic Research

Autobiographical Research methods have been used in various academic disciplines including sociology, curriculum studies, and others. They allow researchers to place their experiences and observation within an academic context. However, they demand more rigor and structure than literary autobiography or personal storytelling. Autobiographic researchers conceive of their experience and observations as information about society and culture. This course will help students draft an autobiographic research text.

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.

IMPORTANT DROP DEADLINES

December Term 2026

Wednesday, December 2, 2026 Last day to drop December Intersession 2026 classes with no penalty (100% refund of tuition if applicable and no grade on transcript)

Winter Term 2027 (10-week Course)

Sunday, January 17, 2027 Last day to drop WQ2027 classes with no penalty (100% refund of tuition if applicable and no grade on transcript)