



## SCHOOL FOR NEW LEARNING

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*Director, Graduate Programs*

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*Ombudsperson*

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*Assistant Dean for Budget and Administration*

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*Assistant Director, Center for Distance Education*



## **ACADEMIC ADVISORS**

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JOHN HEMMERLING, M.A.

TRANITA JACKSON, M.Ed.

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GWEN WEAVER, M.A.

## **PURPOSES**

## **FACULTY**

## **ADMISSION**

## **DEGREE PROCESS STEPS**

## **COMPETENCE AREAS**

## **COURSE DESCRIPTIONS**

## **PURPOSES**

**T**he School for New Learning (SNL) is DePaul's college for adults. SNL offers a Bachelor of Arts with an individualized Focus Area, a Master of Arts in Applied Professional Studies, a Master of Arts in Educating Adults, and jointly with CTI, a Bachelor of Arts in Computing and a Master of Arts in Applied Technology. In addition, SNL offers a Bachelor of Science in Nursing jointly with the Department of Nursing. An undergraduate Focus Area in Leadership and a Graduate Focus Area in Parenting Education and Support are also available. SNL students take initiative to set their own educational goals and design their programs of learning.

The SNL degree programs are designed to help adults attain and demonstrate competence in specific areas that are characteristic of educated persons. At the undergraduate level, the SNL student must demonstrate 50 degree requirements, known as competencies, in the social sciences, humanities, physical sciences, humanities, studentship skills (such as communication, research, critical thinking, decision-making) and in an individualized focus area. A consistent theme through all degree programs is the development of skills in independent inquiry, research, and reflection. Each student works with a faculty mentor and a professional advisor to determine competencies already mastered and to plan a program for satisfying the remaining competencies. Students may fulfill competencies in a variety of ways, including demonstrating college-level learning from previous experience, doing coursework at SNL or other accredited colleges, and undertaking independent learning projects.

Courses at SNL are offered in the evening, on weekends, and online. These courses, designed with the adult learner in mind, are offered by a talented and diverse group of experienced teachers, scholars, practitioners and performers. Students are expected to participate actively in courses and to discover applications for the knowledge and skill gained.

Information sessions describing the program in greater detail are held regularly at DePaul's Loop, O'Hare, Naperville, and Oak Forest campuses. Call the numbers below for specific dates and times. Additional information is at <http://snl.depaul.edu> and <http://www.snlonline.net>

## **CAMPUSES**

### **LOOP CAMPUS**

25 E. Jackson Blvd., 2<sup>nd</sup> Floor  
Chicago, Illinois 60604  
312/362-8001

### **NAPERVILLE CAMPUS**

150 Warrenville Road  
Naperville, Illinois 60563  
630/548-9378

### **OAK FOREST CAMPUS**

16333 S.Kilbourn Ave.  
Oak Forest, Illinois 60452  
708/633-9091

### **O'HARE CAMPUS**

3166 River Road (Second Floor)  
Des Plaines, Illinois 60018  
847/296-5348

## **FACULTY**

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 DANA MCDERMOTT, Ph.D., CFLE,  
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*Loyola University, Chicago*  
 SUSAN MCGURY, Ph.D.,  
*Associate Professor*  
*University of Reading, U.K.*  
 PATRICIA MONAGHAN, Ph.D.,  
*Associate Professor*  
*The Union Institute*  
 MICHELLE NAVARRE CLEARY, Ph.D.,  
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*Instructor and Senior Director*  
*John Marshall Law School*  
*University of Chicago*

## **ADMISSION**

Persons seeking undergraduate admission to SNL must initially complete the Learning Assessment Seminar (described below under “Bachelor of Arts Degree Steps”) prior to being admitted to degree-seeking status. Following this class, applicants submit written application

materials which specify their goals and demonstrate understanding of the SNL program. Prior to acceptance, each applicant meets individually with an SNL staff person to discuss learning goals and to clarify issues about the SNL learning process.

## **BACHELOR OF ARTS DEGREE STEPS**

Ten sequential degree steps are the core of the SNL learning experience, providing the tools necessary for self-directed learning. While several requirements can be satisfied by proficiency exams or transfer learning, most can only be satisfied by SNL coursework. Completion of these degree steps is mandatory; however, each student proceeds through the sequence at her or his own pace.

### **LEARNING ASSESSMENT SEMINAR**

The Learning Assessment Seminar is the first of the required courses in the Lifelong Learning Area and designed to help students make educational decisions in the context of their educational and personal goals, become well-versed in SNL's philosophy and competence framework, and make concrete plans for completion of their degree. This course is also the first step toward admission to baccalaureate degree-seeking status within SNL and carries two hours of academic credit. **Competence: L1.**

### **FOUNDATIONS OF ADULT LEARNING**

In this course, students explore the foundations of liberal education, examine ways of learning from experience, articulate educational goals and objectives, develop evidence of prior learning, and plan ways to fulfill remaining program requirements. At completion of the course, the student has written a learning plan, identified an area of inquiry, and acquired an academic committee (faculty mentor and a professional advisor) who will advise the student through the rest of his or her program, including the Externship and Advanced Project. **Competencies: L-2, L-3, F-1**

### **COLLEGE WRITING**

This requirement focuses on writing skills associated with effective performance in a variety of settings. In a workshop format, students review and practice good writing essentials by building on strengths and improving areas of difficulty. **Competence: L-4**

### **CRITICAL THINKING**

This requirement introduces students to the concepts of critical thinking, careful listening, effective speaking and sound reasoning and provides an opportunity to practice these skills within an active and experiential context. **Competence: L-5**

### **QUANTITATIVE REASONING**

This requirement calls for students to use mathematical symbols, concepts, and methods to describe and solve problems. **Competence: L-6**

### **COLLABORATIVE LEARNING**

This requirement calls for students to learn collaboratively and examine the skills, knowledge, and values that contribute to such learning. **Competence: L-7**

## **RESEARCH SEMINAR**

This seminar advances the development of critical thinking and explores methods of formal inquiry as preparation for student's Externship and Advanced Project. **Competencies: L-8, L-9**

## **EXTERNSHIP**

For the Externship, the student plans and executes an independent learning project or completes coursework which engages him/her in learning under new conditions and in reflecting on the methods of independent learning. **Competencies: L-10, L-11**

## **ADVANCED PROJECT**

The advanced project is a problem-solving experience which represents the culmination of a student's learning in a specific area. The student designs and executes an independent project which demonstrates the integration of theory and practice, and the ability to pursue an avenue of inquiry with excellence. **Competencies: F-11, F-12**

## **SUMMIT SEMINAR**

After completing their learning programs to the satisfaction of their academic committee, students gather to evaluate their total learning experiences in the program, to examine their skills and attitudes as lifelong learners, and to set new goals for learning. **Competence: L-12**

## **COMPETENCE AREAS**

The SNL curriculum is organized around the knowledge, skills and abilities that describe an educated adult in contemporary society. The undergraduate program is defined by a framework of 50 competencies grouped in three areas, the Lifelong Learning Area, the Individual Focus Area, and the Liberal Learning Area. The various statements of competence are designed to describe the outcomes of a liberal education; all student work, including prior learning, degree steps and courses, is directed toward accomplishing one or more of the required competencies. SNL courses are specifically designed to teach competencies. For most students, they are an efficient way to achieve competence within the SNL program.

The Lifelong Learning Area encompasses twelve requirements that develop fundamental skills in reading, writing, goal setting, decision-making, teamwork, and research. Students may demonstrate some of these requirements by using independent learning projects or transfer coursework, in addition to specific SNL courses.

The Liberal Learning Area contains three categories that focus on liberal arts skills, knowledge, and attitudes: the Arts & Ideas, the Human Community, and the Scientific World.

Students must complete eight competencies in each of the categories and two additional Advanced Elective competencies. Six of these competencies in each of the Arts & Ideas, Human Community, and Scientific World categories are selected from an extensive menu of possibilities that are found within the subcategories in the category.

The individual Focus Area reflects the student's individualized focus of study that comes out from their personal and professional goals. These twelve competencies are defined by the student with the advice and approval of his/her Academic Committee.

## **COURSE DESCRIPTIONS**

Courses in the School for New Learning are designed for adult learners, 24 years of age and older. SNL courses are multi-disciplinary, and designed around problems, issues or themes. The curriculum evolves from year-to-year to reflect the interests and needs of students.

The following courses are illustrative of SNL offerings in each area of the program. Approximately 400 courses are offered through SNL each year. Most may be taken to satisfy either one or two competencies (two or four credit hours). For a listing of current courses, consult the SNL class schedule and registration instructions which are available online at <http://snl.depaul.edu>.



## **INDIVIDUAL FOCUS AREA**

**HIGH PERFORMANCE WORK TEAMS.** Today's business environment frequently requires groups of individuals to work together as a team, but usually without the training to understand what this really means. This course focuses on the skills needed to develop a business work group in a High Performance Team. It details the definition and requirements for good team development and concentrates on facilitation and negotiation techniques for team meetings; as well as on the communication and conflict resolution between team members. Since the purpose of most teams is to resolve problems, a scientific approach to problem-solving is also introduced. This is a highly interactive course which actively involves the students, encouraging the sharing of practical ideas and techniques. The course has sufficient flexibility to allow for the exploration and analysis of many typical team situations that are of interest to the students: what is discussed during class can be applied the next day at work.

**LAW AND THE WORKPLACE.** This course will examine the relationships between our economy, business and the practice of law. It will also examine contemporary legal issues in the world of work. Students will examine the structures of the legal community and the impact it has on how business is conducted, and on the economic system in which we live and work. Through readings, discussion, and guest experts, students will investigate the interfaces of law and business as well as current issues which have evolved as the practice of law has become a big business itself. Students will develop and evaluate plans individually or through group interaction for applying new insights to affecting change in their own working environments.

**CREATIVITY AND INNOVATION IN THE WORKPLACE.** Innovation and creativity enhance the processes of problem-solving and opportunity development. This course is a survey, review and analysis of the various creative/innovative problem-solving techniques and approaches which could be used in a variety of settings: corporate, small business, daily endeavors, etc. Principles will be developed to support imaginative solutions for managing problems and opportunities. Students will focus on individually defined topics and situations and apply a range of techniques for responsive idea generation. Small group dynamics sessions will provide experience in collective problem-solving. Simulations and readings will support the development of individual skills.

**ASSESSMENT AND COUNSELING: SKILLS FOR THE HUMAN RESOURCE PROFESSIONAL.** A rapidly-developing area of responsibility for Human Resource professionals is employee assistance programs (EAPs). Managing and implementing EAPs requires that human resource professionals have additional skills in assessment and counseling. In this course, students will learn counseling theory and assess their own personal interactional and counseling potential for possible careers in EAP counseling. Discussion topics include intervention, enabling, alcoholism and other chemical dependencies, relapse prevention, denial, constructive confrontation and case management.

**MANAGING IN A CROSS-CULTURAL ENVIRONMENT.** This course will address dilemmas and opportunities that individuals may encounter as they work or study in multicultural and global environments. The purpose of this course is to increase the effectiveness of individuals in identifying, understanding and managing cultural differences in the workplace as well as outside it. A variety of learning methods will be used, including lectures, readings, case studies, videotapes, critical incidents, and in-depth discussions. Guest speakers will be invited to share their experiences with the class. You will be asked to: 1) read the assigned readings for each class and locate additional material on your own; 2) participate in class discussions; 3) contribute to your team's discussions and presentations; 4) submit two short written assignments; 5) submit a final written report and do an individual presentation; 6) write a self-assessment of your learning and assess the contributions of your team members to the learning of your team and to the class.

## **LIBERAL LEARNING AREA, HUMAN COMMUNITY CATEGORY**

**AFRICA: A CHANGING CONTINENT.** This course deals with Africa's transition through the process of transformation, concentrating on the dynamics of democratization of political systems, restructuring policies, economic reconstruction, repatriation and rehabilitation of refugees, and demobilization of armed forces. Discussions will also include the role of international institutions in Africa's economic recovery. Students participate in group projects around current socio economic problems and political issues in sub-Saharan Africa while also individually engaged in research and a country survey. African guest speakers and interviews, documentary films and selected readings will be provided.

**CHANGING RELATIONS IN U.S. COMMUNITIES: NEW IMMIGRANTS AND ESTABLISHED RESIDENTS.** During the past decade, the U.S. has experienced a large influx of a variety of immigrant groups. This course examines the relations of established residents and new immigrants, looking at how new immigrants are incorporated into political, economic and educational institutions, as well as their impact and interaction with established communities. This course draws heavily on students' observations and on the scholarly literature, along with videos, short stories, and field trips as sources for understanding the experiences of various immigrant groups and their relations with other ethnic groups.

**CHICAGO: THE EMERGENCE OF A METROPOLIS.** Chicago has grown from a small settlement at the junction of the north and south branches of the Chicago River to a thriving metropolis whose geography, diverse population, politics, financial and cultural evolution have all contributed to her status as a world-class city. This course will look at the emergence of the city and provide an overview of the human and physical resources that contributed to the rapid growth of the jewel on Lake Michigan. Students will have opportunity to not only review the past, but explore the city's future by investigating proposed new projects and contemporary issues affecting the city including riverboat gambling, the circulator system, the redesign of State Street and a proposed building taller than the Sears Tower.

**INTERNATIONAL RELATIONS.** In this course, student will examine how the cultural attributes shared by society's members affect international affairs. Those attributes include ways of thinking and reasoning, styles of behavior and communication, and fundamental assumptions and values. The course examines American cultural patterns, cultural influences on human thought processes, and the cultural dimension of international negotiation through comparison of Asian, European, Central American, and U.S. methods of reaching agreements.

**INDIVIDUAL IDENTITY IN GROUPS: SOCIAL PSYCHOLOGY OF WORK AND FAMILY.** Our identity and behavior are formed and honed in social groups. This course will draw on literature, film and theories of social psychology to study influence and communication patterns in work and family. The role we are given and assume shape our identity and development. Students will read literature, view film, and reflect on their experience using the perspective and heuristic tools provided by social psychology. We will examine how social characteristics and communication pattern shape us. Literature and artistic works will be sources for illuminating the human condition. Changes in attitudes, values, and goals that occur as we develop as adults, will be viewed through the lens of our membership and interaction with groups.

## **ARTS AND IDEAS CATEGORY**

**READING AND INTERPRETING SHAKESPEARE.** William Shakespeare is one of the great names in Literature, a major dramatic experience in life. This course makes Shakespearean drama accessible, open to direct audience reading and appreciation. Class participation in imaginative critical interpretation stresses so that the reader and potential playgoer without previous experience, can both be comfortable with the Bard. Emphasis is on literary immediacy, class reading, and interpretation rather than on research. Representative plays will be chosen for study. Video taping will be used as we read Shakespeare aloud.

**ETHICAL DECISION-MAKING.** Ethical decisions are often difficult to make, not because there are no right choices, but because there may be several right choices. This course will go beyond WHAT is right or wrong to examine WHY we say something is right or wrong. In first part of the course, students will gain the intellectual tools and insights to lay bare their own reasoning processes and those of others. In the second part of the course, students will apply these tools to a consideration of the ethical issues raised by the high technology of current health care.

**CREATIVE INK-THE ART OF WRITING.** Writing is one of the supreme ways people can learn about themselves and the intricate worlds that surround them. Not only is writing, in its creative moments, a path of deep communication and expression, but it is a primary medium for observation, advanced thinking, and the unleashed imagination. This course will carry students through a series of creative writing experiments aimed at simulating their imaginations and discovering their literate voices. Students will be exposed to a variety of techniques for story writing, poetry, lyrics, scripts and avant-garde experiments. In addition, students may work on a longer project of their choice. The course will combine in-class group writing and critical sessions, and individual consultation with the instructor for personal development. Students will also learn how to find outlets for their completed creative work.

**TWENTIETH CENTURY AFRICAN-AMERICAN WOMEN WRITERS.** The breadth and diversity of African-American women's writing in the 20<sup>th</sup> century makes this literature especially challenging and exciting. In class, we will read and discuss works of fiction and poetry by writers such as Zora Neale Hurston, Nella Larsen, Anne Petry, Gwendolyn Brooks, Lucille Clifton, Toni Morrison, Maya Angelou, Paule Marshall, Sonya Sanchez, Nikki Giovanni, Toni Cade Bambara, Gloria Naylor and others. Through discussions, presentations, films, recordings and close reading, we will look at how these works break through historically imposed silences, stereotypes and stigmas, celebrating alternative ways of seeing and being.

**ARTISTIC ISSUES IN INSTANT IMAGE PHOTOGRAPHY.** The aesthetic, cultural, intellectual, historical, and technical issues that animate contemporary photography will be explored through the use of Polaroid pictures created by class members using their own Polaroid cameras. Photographic ideas will be presented, discussed and addressed in classroom critiques of the images created. Personal artistic visions will be explored, encouraged and revealed. Students will learn a language for discussing these pictures and develop the necessary personal and intellectual distance from their own artistic creations in order to critically analyze them.

## **THE SCIENTIFIC WORLD CATEGORY**

**BODY SCAN: PRACTICAL ANATOMY AND YOUR PERSONAL ENVIRONMENT.** We are confronted daily with a barrage of physical challenges to our body – particularly, our musculoskeletal system. This we experience as pain and altered or loss of function: headaches, backaches, muscle spasms, pinched nerves, etc. When assessing the physical ramifications of stress and strain, and understanding of basic anatomy in the context of our environmental issues (ie., work, exercise) and the process of aging, is the key to making positive choices and changes. In this course, students will utilize a text/workbook, clinical case histories, presentation of a research topic, and class discussions.

**CHEMICALS IN THE ENVIRONMENT** This course explores the role of man-made chemicals in the environment by providing a basic understanding of chemistry and an opportunity to evaluate current environmental issues in the community and in the media. Major emphasis will be on the benefits, costs, risks and hazards associated with common man-made chemicals. Demonstrations, readings and reports will stimulate the discussion.

**RISE OF THE MAMMALS.** The modern world is dominated by mammals. Mammals have evolved, adapted and currently thrive in habitats as diverse as the oceans, lakes, rivers, tropical and temperate forests, mountain regions, caves, deserts, grasslands, the Arctic tundra and polar regions. How did mammals become so diverse on the planet? Why did they remain small and relatively insignificant for the two-thirds of their extraordinary 200 million year history on earth? Where and when did modern mammal groups originate? In this course, we will explore the extensive fossil record of mammals in order to gain insights to these and other questions concerning the history of this critically important animal group. Through discussions, readings, lectures, labs, examination of fossil specimens, original inquiry, analysis of museum exhibits, and application of scientific reasoning, students will be introduced to the fossil record of mammals and its critical role in establishing patterns of mammalian evolution and historical biogeography.

**DATABASE DESIGN AND IMPLEMENTATION FOR SMALL BUSINESS APPLICATIONS.**

This course will teach non-computer literate persons to be able to translate a business problem into a conceptual database design, and further to convert the design into a database application using Microsoft Access. By the end of the course, the student should be able to apply knowledge to the following: (1) describing basic database concepts and using common database terminologies; (2) designing databases using appropriate designing notations; (3) translating a schema into a database application in Access; (4) conducting simple user-interface design; and (5) designing small business-based applications.

**EXPLORING PHYSICS: FROM NEWTON TO EINSTEIN.** This course traces the evolution of scientific thought to learn how and why physicists like Copernicus, Galileo, Newton, and Einstein were able to go “where no man has ever gone before.” Understanding the basic laws of physics is a necessary ingredient in modern life, not just to possess scientific knowledge but to make intelligent political and economic decisions. Students will explore the development of physics from Egypt and Greece to black holes and quarks through discussions, demonstrations and lectures.

## **COURSES**

Please visit Campus Connection at <https://campusconnect.depaul.edu> for current course information. If you do not have a password for Campus Connection you may log on as a guest. Once you are on Campus Connection please select Course Descriptions followed by the department.