

Chicago Quarter 2015

FACULTY HANDBOOK

Information specific to **Discover Chicago** highlighted in aqua

Information specific to **Explore Chicago** highlighted in rose

New topics and information highlighted in light green

What's new in 2015?

Changes since 2014

- ◆ The caps for Explore Chicago have been *reduced* to 28.
- ◆ Class budgets have been *increased*.
 - Discover Chicago = \$775
 - Explore Chicago = \$425
- ◆ Immersion Week returns to the week *before* Labor Day.
- ◆ The Common Hour assignment “e-Checkup To Go” has been replaced by a pair of new online modules—Haven (on sexual and relationship violence prevention and response), and AlcoholEdu (on alcohol consumption and harm reduction strategies)—and so will no longer need to be collected on day one.

New topics and information in this handbook

- ◆ Revised emergency protocol (see [p. 11](#))
- ◆ Contact information, schedule and planning options for New Student Service Day; **all Discover Chicago teaching teams must contact the Service Day Team by June 15** (see [p. 12](#))
- ◆ Best Practices resources (see [p. 15](#))
- ◆ Tech tools
 - **Live broadcasting: Mixlr and Voxer:** Free, easy-to-use smartphone apps that will allow you to broadcast during excursions to students with smartphones (see [p. 16](#))
 - **Social media initiative:** Participate in social media using the hashtags **#DePaulDiscover**, **#DePaulImmersionWeek** and **#DePaulExplore** (see [p. 16](#))
- ◆ A word about the academic content of Chicago Quarter courses (see [p. 4](#))
- ◆ BlueStar (see [p. 14](#))
- ◆ The “Off-Season” calendar, everything you need to know about preparing for next year! (see [p. 25](#))

Note: This handbook, the Common Hour overview, the Discover Chicago FAQ, the Explore Chicago FAQ and sundry information are all available online. Click [here](#); or go to go.depaul.edu/fyp, then click: FOR FACULTY > HANDBOOKS & RESOURCES.

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Important dates

Friday, May 29 9:15 a.m. – 1:15 p.m.		Chicago Quarter Best Practices Conference , featuring break-out sessions and a resource fair	LPC: Student Center 120
		Note: Following the conference, from 1:15 to 3:00 p.m., there will be space available for teaching teams to meet.	
Monday, June 15		Welcome Letter due (see p. 8)	Email Word document to Sarah Miller at smille28@depaul.edu
		Site/project planning for New Student Service Day (see p. 12)	Email Miriam Miller, of UMIN, at serviceday@depaul.edu
Monday, June 22 1:00 – 3:00 p.m.		Diversity & Social Justice workshops : “Supporting Diversity Dialogues: Concepts & Skills to Engage Students on Privilege and Oppression” (see p. 18)	LPC: Munroe 114-115
Thursday, July 9 1:00 – 3:00 p.m.			Loop: DePaul Center 8011
Thursday, July 23 10:00 a.m. – noon		Mission workshop : “Integrating DePaul’s Urban, Catholic, Vincentian Mission into the Chicago Quarter Experience” (see p.18)	Loop: DePaul Center 8011
Tuesday, August 4 10:00 a.m. – noon		Diversity & Social Justice workshop (see p. 18)	LPC: Munroe 114-115
Tuesday, August 18 10:00 a.m. – noon		Mission workshop (see p.18)	LPC: Student Center 314A
Tuesday, August 25 10:00 a.m. – noon		Chicago History Museum workshop (see p. 17)	1601 N. Clark Street (corner of Clark & North Avenue)
Thursday, August 27 10:00 a.m. – noon		Pre-Immersion Week Meeting , for all teaching team members	LPC: SAC 154
Friday, August 28		Deadline to email Immersion Week schedule (including teaching-team contact info) and Discover syllabus to Maria Hernández at mhernand@depaul.edu .	
Monday, August 31	9:00 a.m.	IMMERSION WEEK begins!	LPC: Immersion Week classroom, now listed in campusconnect
	11:30 a.m.	BBQ	LPC: Quad
Monday, September 7		Labor Day – NO CLASSES	

Tuesday, September 8 8:00 a.m. check-in	New Student Service Day (see p. 12)	LPC: Athletic Center, 2323 N. Sheffield
	Participation in NSSD is required of all Discover classes and teaching teams except sections for Honors and School of Music students.	
Tuesday, September 8 3:00 – 5:00 p.m.	Great Starts Meeting , for all Explore teaching team members	LPC: SAC 161
	Deadline to email Explore syllabus to Maria Hernández at mhernand@depaul.edu .	
Wednesday, Sept. 9	First day of Autumn Quarter classes – rooms now posted	Immersion Week and AQ classrooms will be different.
Friday, Oct. 16 10:30 a.m. – noon	Chicago Quarter Faculty Chat: an informal opportunity for faculty to connect and to share successes, challenges, insights and solutions	LPC: Richardson Library 300
Tuesday, October 27	End of seventh week of classes	
Wednesday, Oct. 28 – Tuesday, Nov. 3	<i>Optional</i> “finals week” for Discover Chicago classes	This week may be used for exams, presentations, submission of papers.
Wednesday, Nov. 25	All Autumn Quarter reimbursements are due to FYP within 60 days of service/purchase, but no later than this date. (See pp. 19ff.)	

ABOUT THE CHICAGO QUARTER

What is the Chicago Quarter?

Offered each fall, Chicago Quarter courses acquaint first-year students at DePaul with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations, and issues. In Common Hour students also learn about university life, resources, and how to be a successful student. Learning is accomplished through a variety of means, but particularly through first-hand observation, participation, personal discovery, and reflection. Incoming first-year students select a course, either Discover or Explore Chicago, focusing on a specific Chicago-related topic. The 100+ distinct topics on offer allow students to turn a personal interest into an academic and intellectual pursuit. Individual course descriptions may be found [here](#) or by going to go.depaul.edu/fyp and then clicking: COURSE DESCRIPTIONS.

Students will receive credit for only one Chicago Quarter course (either Discover or Explore). Courses are offered during the Autumn Quarter and are available only to first-year students, who are required to take a Chicago Quarter during their first quarter at DePaul. (Each year a handful of Explore sections, minus Common Hour and teaching team, are offered in winter and spring to accommodate transfer students, et al.; but Discover Chicago is offered only in the Autumn Quarter.)

A word about the academic content of Chicago Quarter classes: The Chicago Quarter is intended to smooth the transition for high school to college. While that is the obvious function of Common Hour, it is good to bear this in mind when shaping the academic component of your class. We do not suggest making the academic work easy to ease the students' transition. Instead, we advocate that students be presented with a true academic challenge, one that they are able to rise to meet *with the support* of their teaching team and the university's resources. What they will gain from this experience is: the sense that they are capable of doing college-level work provided they put in the effort; the knowledge of where to seek out assistance, during the professor's office hours, from their peers, by live-chatting with a reference librarian, making an appointment at the Writing Center, etc.; and the understanding that in future it will be up to them to seek out that assistance.

What distinguishes *Discover Chicago* from *Explore*?

Discover Chicago	Explore Chicago
<ul style="list-style-type: none"> ◆ Discover Chicago begins one week prior to the official start of the Autumn Quarter with Immersion Week—five days immersed in the city learning experientially about the course topic. ◆ This is followed by seven weeks of traditional course work (2.5 hours per week), with some sections offering further field experiences. ◆ Classes are limited to 22 students per course. ◆ With certain specific exceptions, every class participates in New Student Service Day. 	<ul style="list-style-type: none"> ◆ Explore Chicago is a 10-week course built, like Discover, on the principle of experiential learning. ◆ Each section features at least three field excursions during which students, led by the teaching team, explore the city in relation to the course topic. These excursions may be scheduled during or outside class time (see p. 10 for guidelines.) ◆ Classes are limited to 28 students per course. ◆ Class meets four hours per week, including Common Hour.

Chicago Quarter Learning Outcomes (Liberal Studies Council, April 17, 2013)

Students who successfully complete the Chicago Quarter will be able to:

1. Analyze and integrate the academic content and their experiences across the city.
2. Articulate connections between the course content and at least two of these four concepts that reflect the mission of DePaul University: diversity, social responsibility, human dignity, and urban sustainability.
3. Showcase self-development and personal growth as a university student.
4. Describe how this course prepares them to embark on the remainder of their liberal studies education.
5. Articulate educational, career, and financial goals, and demonstrate awareness of strategies and resources needed to achieve academic success.

The *above* text should appear on every syllabus; topic-specific goals, outcomes and objectives may, of course, be added.

Chicago Quarter Reading & Writing Expectations (Liberal Studies Council, April 17, 2013)

Chicago Quarter classes should develop students' rhetorical (written and oral) skills through classroom exercises and projects. Writing requirements for Chicago Quarter classes include:

1. Students will be able to formulate a thesis about an aspect of Chicago pertinent to the theme of that course section, and support that thesis with appropriate evidence.
2. At least 12 pages of writing, including a minimum of 7 pages of formal writing (typed and graded).
3. This amount of writing should be divided between at least two different types of assignments (e.g. journal, group projects, site visit reports, readings-based assignments).
4. At least one of these assignments should involve critical analysis of concepts, texts, or arguments.

Common Hour Goals

Common Hour will:

- ◆ Provide new students with a connection to a faculty member, staff member, and a peer mentor;
- ◆ Provide the setting for new students to build long-lasting relationships with other new students;
- ◆ Educate new students on topics related to personal and academic success while connecting to relevant campus resources;
- ◆ Connect new students with the mission of DePaul; and
- ◆ Build affinity with DePaul.

Note: Common Hour grades must be factored into the final course grade and account for 20%.

Below are excerpts from some NSFÉ documents about the structure of Common Hour and the roles and responsibilities of Chicago Quarter Mentors and Staff professionals:

Common Hour consists of ten one-hour lessons that are grouped in units; nine of those lessons are pre-determined and focus on the following areas:

Community Unit	Academic & Career Unit	Wellness Unit
Welcome to Common Hour	Education & Career Planning	Health & Wellness
Sense of Belonging & Community	Academic Success Skills	Financial Fitness
Diversity, Community & Social Justice	University Tech. & Registration	
Involvement & Leadership		

For an overview of each Common Hour lesson, click [here](#) or re-visit the HANDBOOKS & RESOURCES page.

Chicago Quarter Mentors (CQMs) are an essential part of the Chicago Quarter Program and serve as a resource to new students through their transition to DePaul University. More specifically, Chicago Quarter Mentors deliver the Common Hour component of the Chicago

Quarter course. Chicago Quarter Mentors work collaboratively with faculty and professional staff members to plan, deliver, and facilitate the broader curriculum of the assigned course. Chicago Quarter Mentors also connect with new students as a peer resource, both inside and outside of the classroom.

Chicago Quarter Mentor Responsibilities:

- Work with assigned staff professional to plan, facilitate, and review Common Hour lesson plans, including at minimum a one hour weekly one-on-one meeting.
- Maintain regular and responsive communication with assigned Chicago Quarter teaching team.
- Work collaboratively with the CQ teaching team to plan and coordinate course content and develop syllabus.
- Give priority scheduling to planning meetings with the CQ teaching team, outside of and in addition to required dates outlined below.
- Mentor new students by sharing your experiences at DePaul, connecting to resources appropriately, sharing information on co-curricular opportunities, and by offering peer support.
- Attend and participate in all Chicago Quarter meetings, trainings, and other programs.

Staff Professionals are an essential part of the Chicago Quarter Program and serve as a resource to both new students and Chicago Quarter Mentors. More specifically, Staff Professionals provide mentors with ongoing guidance, feedback, and formally evaluate (in collaboration with faculty) mentor performance. Additionally, Staff Professionals assist in facilitating and leading Common Hour lessons. Staff Professionals also assist in leading excursions throughout the city of Chicago.

Chicago Quarter Staff Professional Responsibilities:

- Work hand in hand with the Chicago Quarter Mentor to plan, deliver, and review Common Hour lessons.
- Provide Chicago Quarter Mentor regular support, guidance, and feedback in preparation for and during the fall quarter, specifically by [meeting near the end of Spring Quarter and participating in weekly one-on-one meetings with the CQM during Autumn Quarter.]
- Provide New Student & Family Engagement with regular feedback on mentor performance via Qualtrics.
- Lead formal evaluation (portion of LSP 321 grade) of mentor performance in collaboration with faculty member.
- Assist with Common Hour assessment initiatives throughout the fall quarter.
- Attend all classes and excursions for your assigned Chicago Quarter course.
- Initiate communication among teaching team to ensure ongoing needs of the course and teaching team are met.
- Attend spring quarter training, the Chicago Quarter Best Practices Conference, and additional meetings based on Discover or Explore course assignment.
- Coordinate the course evaluation process with the First Year Program office.

Inquiries about CQMs and staff professionals should be directed to Toni Fitzpatrick, Assoc. Director of the Office of New Student & Family Engagement (Lincoln Park Student Center, Suite 307; afitzpa9@depaul.edu; 773-325-2273). In addition to overseeing Common Hour, NSFEE is responsible for recruiting, selecting, training, assigning and supervising Chicago Quarter mentors and staff professionals.

COURSE PREPARATION

Teaching team timeline (from late Spring through Autumn Quarter)

- ◆ When, in May, teaching teams are announced, the instructor has responsibility to initiate the first team meeting as soon as possible. One opportunity is immediately following the annual CQ Best Practices event, Friday, May 29, 9:15 a.m. – 1:15 p.m., Lincoln Park Student Center 120.
- ◆ By meeting in late Spring Quarter, team members can get to know each other's strengths and potential contributions to the success of the course; collaborate on their joint Welcome Letter (see [below](#) for more information); and, in the case of **Discover** teams, brainstorm about service sites/projects for New Student Service Day (see [p. 12](#) for more information).
- ◆ By Monday, June 15, teams should have sent their Welcome Letter to Sarah Miller and have contacted Miriam Miller to initiate planning for New Student Service Day.
- ◆ Over the summer teams should stay in contact, and ideally continue to meet, in order to coordinate curricular and co-curricular activities; finalize the Immersion Week schedule; and either produce a unified syllabus or coordinate the academic and Common Hour syllabi.
- ◆ On Thursday, August 27, **Discover** teaching teams should plan to attend the Pre-Immersion Week Meeting, Discover Chicago's final organizational meeting just ahead of Immersion Week. This is when CTA passes for team members are distributed, Immersion Week classroom locations and rosters are provided, and various details regarding Immersion Week are discussed, as well as any last minute information provided. **All teaching team members are expected to attend.** Time: 10:00 a.m. – noon; place: SAC 154.
- ◆ As we did for the first time in 2014, on the first morning of Immersion Week, Monday, August 31, students and teaching teams gather for their first class meeting at 9:00 a.m. on the Lincoln Park campus in their **Immersion Week classrooms**, now listed in [campusconnect](#). A barbecue lunch is provided on the Quad between 11:30 a.m. and 1:00 p.m.
- ◆ On Tuesday, Sept. 8, **Explore** teaching teams should plan to attend the Great Starts Meeting, Explore Chicago's final organizational meeting before the start of classes, at which various details are discussed and last-minute information is provided. **All teaching team members are expected to attend.** Time: 3:00 – 5:00 p.m.; place: SAC 161.
- ◆ During Autumn Quarter, faculty should be prepared to join the weekly meetings between CQM and staff professional as needed.

The Welcome Letter (due Monday, June 15)

During the summer, each student enrolled in a section will receive a Welcome Letter that describes the class and identifies any expected preparation for it. Working in collaboration, each teaching team should compose a letter containing the following elements:

- ◆ Date it: “Summer 2015.”
- ◆ Expand upon or re-state your course description.
- ◆ Introduce your team members.
- ◆ This is a great place to set some expectations, as well as to foster some excitement for the course.
- ◆ List any special items (e.g., bikes, helmets, cameras, books) that students will need for the course.
- ◆ Specify the dates for **Immersion Week**: Monday-Friday, August 31-September 4.
- ◆ Remind **Discover** students of their mandatory participation in New Student Service Day on Tuesday, September 8. Details will be available in the upcoming months. (If you are teaching a section for Honors or School of Music students, please do not mention attending New Student Service Day since that is when Honors Retreat and SoM auditions take place.)
- ◆ Since the Involvement Fairs are held early in the quarter, in fact, before some Explore classes hold their first meeting, Welcome Letters for all **Explore Chicago** classes should include some version of the following: “You will be required to attend one of the Involvement Fairs for the Common Hour portion of the class. They will take place on Friday, Sept. 11, 1:00-4:00 p.m., on the Lincoln Park Quad, and Thursday, Sept. 17, 1:00-4:00 p.m., at the DePaul Center on the Loop Campus.”
- ◆ Honors sections should include a reminder about the Honors Retreat, which will take place on Tuesday, September 8. (More information will be sent out later by the Honors Program.)
- ◆ The letter should end with a “signature” from each member of the team, including the name, role, and email address and/or phone number. Example:

John Doe
Staff professional
jdoc@depaul.edu

A single, complete electronic copy (in Word) should be sent to Sarah Miller at smille28@depaul.edu by **Monday, June 15**. FYP will ensure electronic delivery of the Welcome Letter to each enrolled student.

Contact hours

Discover Chicago

Immersion Week (the week before the regular Autumn Quarter)

- ◆ Discover Chicago classes meet for a minimum of 32 hours during Immersion Week.
- ◆ Three of these hours should be devoted to Common Hour.
- ◆ One half-day of Immersion Week must be given over to students to conduct their university business (i.e., Financial Aid, Student Records, ID Services, etc.).

Autumn Quarter

- ◆ Classes continue to meet for 2.5 hours per week for the first seven weeks, through Tuesday, Oct. 27. Of this time, 10.5 are academic hours and 7 are Common Hour.

(Most instructors schedule a 2 hour-40 minute session in order to build in a 10-minute break.)

- ◆ At the instructor’s discretion, the eighth week of the quarter (Oct. 28-Nov. 3) may serve as “Finals Week” for final exams and/or presentations. As is standard DePaul practice, if no exams or presentations are scheduled, then final assignments should be due this week.

Unless otherwise requested, a Lincoln Park classroom is assigned to each section for the duration of Immersion Week. (Please note: This will not be the same as the classroom assigned for the duration of Autumn Quarter.)

Explore Chicago

Classes meet for four hours per week, including Common Hour, for a total of 40 contact hours.

Excursions: Planning & safety

Teaching teams are expected to lead all class excursions. If an excursion is scheduled outside of regular contact hours,

- ◆ this should be indicated in both the Welcome Letter and the syllabus; and
- ◆ instructors must make arrangements to find an alternate activity for any student who cannot attend for a valid reason (e.g., another class, work).

Some recommendations

- ◆ Plan excursions that allow students to encounter Chicago’s neighborhoods and communities in their diversity – geographic, cultural, economic, racial, ethnic, etc.
- ◆ When preparing excursions, travel in advance to the various sites by the same means of transportation that the class will use; this will result in a realistic assessment of travel time and safety.
- ◆ Build “de-briefing” opportunities into your schedule (both during Discover’s Immersion Week and during or following Explore excursions); these could be discussions on-site or back on campus and/or written reflection pieces. This ensures that powerful experiences crystallize into long-lasting learning.
- ◆ Encourage your students when traveling to pay attention to the geography of the city, so they don’t wind up confusing Rogers Park with Hyde Park or thinking that the Pullman Historic District is just a short walk from Pilsen.
- ◆ Introduce your students to the CTA’s online navigation tools; have them compare different ways to arrive at your destinations. Consider using city buses on at least one excursion in order to acquaint students with this means of transportation for their own future travel. These skills will be of practical use for at least the next four years.
- ◆ Suggest to students that they seek out opportunities to return to sites and neighborhoods visited, e.g., through the DePaul Community Service Association (DCSA), or for an event taking place in the same community (a festival, a concert, etc.)
- ◆ Emphasize to your students that they are now members of the DePaul community representing the university and no longer, if they ever were, tourists.

- ◆ Promote basic public transit etiquette by sharing the webpage of the 2015 CTA courtesy campaign: www.transitchicago.com/courtesy. Those unused to an urban environment may not realize the small but cumulatively important difference it makes to give up one's seat to the elderly, the disabled, pregnant women or parents with children; allow others to exit a bus or train before boarding oneself; not block the doors; etc.
- ◆ Pack a minimal safety kit, e.g., band-aids, antibiotic ointment, Advil or Tylenol, hand sanitizer, single-use ice pack, etc.

Travel tips

Want to see Chicago from a different perspective? [Chicago Water Taxis](#) are surprisingly inexpensive. Rides from the Michigan Avenue Bridge to Goose Island or Chinatown cost as little as \$1.75 (if you purchase shareable 10-ride passes on weekdays for just \$17.50). The trip is fun and you may wish to try your hand at providing architectural commentary en route.

Like to receive a phone call from a statue? Thanks to [Statue Stories Chicago](#), more than two dozen Chicago statues – from Abe Lincoln (in Lincoln Park) to Jean-Baptiste Point DuSable (just east of the Tribune Tower to the Art Institute's lions and many more – will give you a call. Each of the statues has a tag nearby with a QR code (one of those pixelated barcodes); swipe your smartphone on the tag; and you will receive a “call back” from the statue. (Steve Carell is “Man with Fish”; you can guess where to find that one, rely on serendipity or you can download a [map](#).)

Emergency protocol

In an emergency situation, call 911 first.

If anything out of the ordinary occurs on an excursion (whether during Discover's Immersion Week or the regular Autumn Quarter), teaching teams **MUST** file an Incident Report with the Public Safety Office (773-325-7777) **and** notify the First-Year Program (773-325-7573). This would include crimes, student injuries, accidents, or anything you judge should be brought to someone's attention.

Advice from Public Safety to share with students

- ◆ Always travel in pairs or preferably larger groups. The “buddy system” is a good one.
- ◆ When traveling at night (for those of you who will with your classes), use well-lit streets, preferably main streets where there are people. Avoid poorly-lit side streets and avoid alleys.
- ◆ Be aware of your surroundings. You shouldn't be on your cell phone or iPod, etc., as this will make you a target.
- ◆ Make eye contact with people walking around you (which is part of being aware of your surroundings).
- ◆ Never cross the street while looking at an electronic device.
- ◆ If you go out in a group, make sure that everyone comes back with you. Don't allow anyone to stay behind, particularly on the early trips.
- ◆ When sitting in public places, don't put your bags behind your seat or on the seat next to you – anywhere out of your sight. Put them so they're touching your legs.
- ◆ Don't set your wallet or credit cards on a counter.

- ◆ It is important that the teaching team and students exchange cell phone numbers.

Further useful information on excursion planning and safety may be found at:

teachingcommons.depaul.edu/Assignment_Design/field_work.html

New Student Service Day (Tuesday, September 8, 2015)

New Student Service Day (NSSD), which takes place the day before regular Autumn Quarter classes begin, provides new students enrolled in Discover Chicago with the opportunity to become acquainted firsthand with DePaul's Vincentian mission, as well as their new DePaul family.

With the exception of Honors and School of Music sections (for which alternate service opportunities are arranged), all Discover Chicago classes – all teaching-team members and students – participate mandatorily in New Student Service Day. Each Discover Chicago class travels to an assigned service site across the Chicago community before returning to campus in the afternoon.

In 2015, NSSD takes place on Tuesday, Sept. 8. **The schedule** is as follows (with times in italics dependent on location of specific service sites):

8:00 a.m.	Check -in	Sullivan Athletic Center
8:20 a.m.	Kick-off & Morning Program	2323 N. Sheffield
9:00 a.m.	Discover Teams depart	Lincoln Park Campus
<i>9:00-10:00 a.m.</i>	Teams travel to sites	Via CTA
<i>9:15-10:15 a.m.</i>	Teams arrive at sites	
<i>9:15 a.m.-12:30 p.m.</i>	Service Project	Various sites
<i>12:30-1:00 p.m.</i>	Reflection – led by teaching team	At site
<i>1:00-2:00 p.m.</i>	Return to Lincoln Park Campus	Via CTA
1:00pm -3:30pm	Picnic + Service, Faith & Justice Fair	DePaul Quad (Rain location: Kelly Hall, Library)

Options for arranging service

Regardless of which option you choose, **all Discover Chicago teaching teams** must contact the University Ministry's Service Day Team by **Monday, June 15**, to inform them of your plans. **The coordinators are Miriam Miller and Evan Bennett and Casimiro Peña, Lincoln Park Student Center 311, serviceday@depaul.edu, 773-325-7912.** Please know that if you do not inform the Service Day Team of your plans, they will **not** automatically proceed with developing a project. (This is to avoid repetition of past instances when classes have been double-booked, which then causes sites to have "no shows" on NSSD.)

- ◆ **OPTION 1:** Faculty/Teaching team develops service project communicating directly with community partner. Inform Service Day Team of arrangements.

If you choose this option, you are committing to develop your own service project, contact and confirm with the community partner, gather pertinent information including: site specific waivers, dress code, directions, etc. If you would like this option, please inform the

Service Day Team of your plan. They need to be sure not to duplicate requests for volunteers. Also, if they know your project ahead of time, it will help them be prepared in the event of a site cancelling—so they can be of assistance in finding a new project.

Some points to consider as you plan:

- Number of volunteers a community agency can host
 - Distance from DePaul via CTA
 - Please remind them that September 8 is a Tuesday. If they are a site DePaul has worked with in the past, the day of the week can influence their ability to accept a group and/or the type of service.
- ◆ **OPTION 2:** Service team coordinates service project for the class.

The Service Day Team will work with a member of the teaching team to coordinate a service project. They will take into account class needs and long-term DePaul Community Partners first to see if there is a good match. If not, they then seek out new organizations who may be interested in hosting volunteers for NSSD. They welcome your suggestions and ideas for potential projects, and will maintain consistent communication with you throughout the summer on the progress of the project.

It would be most helpful for them to coordinate with a single member of the teaching team for NSSD. They will be sure to include all members in important communications regarding the service project, but for efficiency and continuity, working with one person is preferred.

Service learning

For those who wish to incorporate service learning into their classes – either Discover or Explore – over and above participation in NSSD, the Steans Center welcomes the opportunity to collaborate with you on service sites, service projects and community partners. Please contact Helen Damon-Moore, Associate Director (hdamonmo@depaul.edu, 773-325-8192) and/or Jeff Howard, Asst. Director for Faculty Development (jhowar15@depaul.edu, 734-904-4297). You may also simply email servicelearning@depaul.edu.

Given that our students are just embarking on their college careers and that Discover Chicago ends three weeks early, Howard Rosing, Director of the Steans Center, recommends:

- ◆ for **Discover** classes, 10-12 hours of service over and above whatever service is performed during Immersion Week and NSSD; and
- ◆ for **Explore** classes, *fewer* than the 25 hours of service that upper-division courses typically require.

Please note that it is essential to identify any service requirements in the Welcome Letter as well as the syllabus.

Advising & academic success

Chicago Quarter instructors should help set up students for academic success by doing the following within the first three weeks of the quarter:

- ◆ Schedule a visit from the assigned Office for Academic Advising Support advisor; and
- ◆ Provide feedback on an assignment in order to have solid information on which to base mid-quarter Academic Progress surveys.

Chicago Quarter instructors will not be tasked with advising undeclared students. Home colleges and schools are responsible for advising these students. Undeclared students in LAS, CSH and Communication are assigned for advising to the Office for Academic Advising Support. In addition to these formal advisor assignments, OAAS is always open to seeing undeclared and exploratory (declared, but considering additional/alternative academic options) students from any of the undergraduate colleges. In August an OAAS advisor will contact faculty to arrange a class visit during the first half of Autumn Quarter. (This OAAS advisor is the person who appears as the mystery “TA” on your D2L site.) OAAS may be reached at: 773-325-7431 or advisingsupport@depaul.edu or by visiting their website at oaas.depaul.edu.

Meanwhile, we urge you to take advantage of...

BlueStar

... the university’s online system that “supports student academic success by helping to connect students, advisors, instructors and other DePaul resources.”

In addition to responding to specific surveys sent out periodically by BlueStar (e.g., the Attendance/Participation survey sent out early in the quarter and the Academic Progress survey sent out mid-quarter), you are able to use BlueStar to flag concerns that you may have about individual students at any time during the quarter. When you raise a flag, you know whether or not it is shared with the student (all academic flags, referrals and kudos are) and which other users, such as the student’s advisor, may be able to access the information. The system also keeps a record for your own use.

In order to access BlueStar:

- ◆ Log in to [campusconnect](#)
- ◆ Click: SELF SERVICE (on the menu at left), then BLUESTAR STUDENT SUPPORT (top right)

Then, to see a list of your students:

- ◆ Click the STUDENTS button, then, if necessary, the MY STUDENTS tab

When you click on a student’s name, a new window will open. At this point you may:

- ◆ raise any of the **flags** available to you, e.g., “behavioral concern,” “missing/late work”;
- ◆ create any of the different **referrals**, e.g., to the Center for Students with Disabilities, the College Advising Office, the Dean of Students;
- ◆ offer **kudos**;
- ◆ etc.

The benefits of using the BlueStar system to communicate with your students include:

- ◆ Having an organized record of your communications

- ◆ Automatically communicating or setting up appointments with a student's advisor and relevant DePaul offices without your having to look them up or track them down
- ◆ Allowing advisors to detect patterns that may appear across a student's classes that a lone instructor may be unaware of

For more information, you can go to the BlueStar page on the Teaching Commons, teachingcommons.depaul.edu/technology/bluestar.html, or email bluestar@depaul.edu.

Online Teaching Evaluations

All evaluations are to be completed by students online.

- ◆ Instructions are automatically emailed to **Discover** students during week 6. The OTEs for **Discover Chicago** will be available online during the window October 14–27.
- ◆ Instructions are automatically emailed to **Explore** students during weeks 9-10. The OTEs for **Explore Chicago** will be available online during the window November 4–17.

Teaching teams should encourage and remind their students to complete the evaluations and Staff Professionals should make PC Classroom reservations to ensure the completion: is.depaul.edu/computers/technology/room.asp. Although students complete OTEs for their other classes on their own, Chicago Quarter classes complete their OTEs as a group in order to acclimate students to this important assessment process.

COURSE RESOURCES

Best Practices

Here are some resources shared by presenters at the May 2015 Chicago Quarter Best Practices Conference:

- ◆ Using Mobile and Maps for Chicago Quarter (Jason Martin, College of Communication):
j.mp/exploringchicago
- ◆ Activities for Reflection (Jen O'Brien, Office of Teaching, Learning & Assessment):
academics.depaul.edu/liberal-studies/first-year-program/faculty/Documents/BestPracticesResources/ReflectionActivities-Handout.pdf
- ◆ Learning to Learn (Jen O'Brien, Office of Teaching, Learning & Assessment):
academics.depaul.edu/liberal-studies/first-year-program/faculty/Documents/BestPracticesResources/LearningToLearn-Handout.pdf

Core member organizations of the Chicago Cultural Alliance:

www.chicagoculturalalliance.org/members/core-members

Note: The purpose of our collaboration with CCA is to forge new connections between Chicago Quarter instructors and Chicago organizations with CCA serving as friendly mediator (rather than as tour providers, since their tour fees are beyond our class budgets).

Live broadcast audio via smartphone: Mixlr and Voxer

Trying to be heard by your students without shattering the quiet of a museum? Over the noise of traffic and construction in the Loop? By a group of students strung out the length of a block? Or when they're at the back of the bus or in the next train car? We've found a pair of simple solutions, free apps that allow you to broadcast live via iPhone or Android to any student with an iPhone or Android.

[Mixlr](#) offers one-way broadcasting with an interactive text-chat function.

All *you* need to do:

- ◆ Download the app and create an account (this will take no more than a couple of minutes);
- ◆ Tell students your username; then
- ◆ Once they have found you on mixlr, click the BROADCAST icon and start talking.

What *students* need to do:

- ◆ Download the app and create an account; then
- ◆ Click the LISTEN icon and search for you by username.

The text-chat function allows students to post comments and questions to which you can reply, by voice or via text-chat.

[Voxer](#) is more of a walkie-talkie system allowing group audio-chat, texting and photo-sharing.

All *you* need to do:

- ◆ Download the app and create an account (again, this will take no more than a couple of minutes);
- ◆ Click on the pencil-&-notepad icon (bottom right of screen) and create an audio group-chat by searching for students' usernames; then
- ◆ Click the WALKIE-TALKIE icon and begin.

(The group needs to be created only once.)

What *students* need to do:

- ◆ Download the app and create an account; then
- ◆ Tell you their usernames.

If a student doesn't have or want to use a smartphone, no problem; students can do what they've always done, namely, stand within earshot of you.

Cost: Free, except for data usage.

One minor drawback: Mixlr has a few-second broadcast delay, but Voxer is virtually simultaneous.

We urge you to try out both apps and see if one will work for your class.

Social media initiative

We're asking teaching teams, as part of the Chicago Quarter, to help showcase their activities by employing or promoting the use of several hashtags on social media posts. These hashtags will make

it easy for teams in University Marketing and the Office of Admission to curate posts for a variety of purposes.

The hashtags are **#DePaulDiscover**, **#DePaulImmersionWeek** and **#DePaulExplore**. If you're active on social media or manage an appropriate DePaul social media account, we encourage you to use one or all of these hashtags on your posts. If you aren't active on social media or prefer not to use your accounts for this purpose, please encourage your students to use these hashtags.

We're particularly focusing on Instagram for this initiative, although you are welcome to post on other platforms. University Marketing will be curating Instagram posts using these hashtags into a video feed that will appear on television monitors in the Student Center during Immersion Week evening meals. We'll continue to collect and promote sets of images throughout the quarter via Facebook, Twitter, Instagram and Storify.

We piloted this idea last year and had great participation, both from mentors and from our new students. We collected and shared over 1,000 posts from more than 125 people during Immersion Week alone—posts that added to the excitement of incoming freshmen and provided a treasure trove of content for Admission to use with prospective undergraduate students.

To jump-start participation, we'd like to recruit 10-15 teaching-team members who will commit to posting on Instagram once or twice a day about their Discover Chicago class. These "seed" posts encourage others to share their experiences. If you are willing to participate, please contact Kris Gallagher in University Marketing, kgallagh@depaul.edu, with your name, the name of your Discover Chicago class, and your Instagram handle.

If you are teaching an Explore Chicago class, simply begin using or encouraging the use of the #DePaulExplore hashtag this fall. University Marketing and Admission will do the rest.

Tips

- ◆ Ask permission if students or mentors are identifiable in your photos or videos. Don't worry about capturing backs of heads or students in the distance. If students tell you that they are not comfortable with a photo being posted on social media, respect their wishes.
- ◆ Include context about each post (as space allows).
- ◆ Craft photos/videos/collages, etc. that answer questions like these: What should people know about your Chicago Quarter program? How do you showcase the city of Chicago? What about your class inspires you?

Chicago History Museum: Free membership & workshop

We are very pleased that our relationship with the Chicago History Museum will now be entering its fourth year. For information about *free* DePaul membership, please go to:

chicagohistory.org/support/membership/depaul

To schedule a class visit, please go to:

chicagohistory.org/support/membership/depaul-class-visit-reservation-form

The CHM contact person for class visits is Josh Anderson, who may be reached at 312-642-4600 or reception@chicagohistory.org.

On Tuesday, August 25, 10:00 a.m. – noon, a workshop will be offered at the museum, 1601 N. Clark Street (at the corner of North Avenue), for those teaching-team members wishing to learn about the resources of the museum and how they may be used by Chicago Quarter classes. To register for the workshop, email Maria Hernández at mhernand@depaul.edu by August 15.

Diversity & Social Justice workshops

Each month during the summer, Scott Tharp, of the Center for Intercultural Programs, will offer to staff and faculty a workshop titled “Supporting Diversity Dialogues: Concepts & Skills to Engage Students on Privilege and Oppression.” Each workshop will provide a practical overview of concepts and skills to support student dialogue on topics related to privilege and oppression. Using a blend of mini-lecture, reflective activities and group dialogue, participants will learn definitions for core concepts of diversity and social justice, increased awareness of their personal social identities, and specific conversational strategies for individual and group dialogue.

Dates, times and places are:

- | | | |
|---------------------|-------------------|--------------------|
| ◆ Monday, June 22 | 1:00 – 3:00 p.m. | Munroe 114-115 |
| ◆ Thursday, July 9 | 1:00 – 3:00 p.m. | DePaul Center 8011 |
| ◆ Tuesday, August 4 | 10:00 a.m. – noon | Munroe 114-115 |

Registration for the workshop can only be done through CampusConnect using the following steps:

1. Click: SELF SERVICE > LEARNING AND DEVELOPMENT > REQUEST TRAINING ENROLLMENT
2. Search by course name (Supporting Diversity Dialogues) or course number (SU001A)
3. Click: VIEW AVAILABLE SESSIONS
4. Select session by number: 1501-1504
5. View SESSION DETAIL, then click: CONTINUE
6. Finally, click: SUBMIT

DePaul Mission workshops

The Office of Mission and Values and University Ministry are offering a workshop on “Integrating DePaul’s Urban, Catholic, Vincentian Mission into the Chicago Quarter Experience,” which provides faculty and staff an opportunity to dive deeper into DePaul’s Urban, Catholic, Vincentian mission. They will provide a space to explore how to integrate our DePaul mission in an intentional way throughout the Chicago Quarter experience. The workshop is offered twice:

- | | | |
|----------------------|-------------------|------------------------------------|
| ◆ Thursday, July 23 | 10:00 a.m. – noon | DePaul Center 8011 (Loop) |
| ◆ Tuesday, August 18 | 10:00 a.m. – noon | Student Center 314A (Lincoln Park) |

Please RSVP here: depaul.qualtrics.com/SE/?SID=SV_b4wf5l2lGb016M5

Peggy Notebaert Nature Museum

You may schedule a free class visit to the Peggy Notebaert Nature Museum (2430 N. Cannon Drive, in Lincoln Park proper, north of Fullerton). Here is a link for information on the museum: naturemuseum.org/the-museum. To discuss and schedule a visit, please contact Alvaro Ramos,

Vice President and Curator of the Museum Experience at Alvaro.Ramos@naturemuseum.org or 773-755-5162.

Online learning tools

- ◆ **D2L** provides the familiar array of online tools: information and file sharing, discussion forums, dropboxes (with optional plagiarism detection), chat, etc.: d2l.depaul.edu

Discover instructors will notice that D2L now offers them a pair of sites, one for the regular class and one with an “T” for Immersion Week. We recommend that you use the D2L site that has been activated and *not* activate the second “T” site.

- ◆ **Digication** provides tools for digital or e-portfolios: depaul.digication.com
- ◆ **MoLI**, DePaul’s Mobile Learning Initiative, offers the opportunity to deploy students’ own mobile devices in the service of learning, rather than distraction: go.depaul.edu/moli

Alumni Sharing Knowledge (ASK) network

A useful source of guest speakers and industry professionals is provided by DePaul’s network of alumni and friends who volunteer as career mentors for students. The contact person is Karyn McCoy, Director of Employer & College Relations, at kmccoy9@depaul.edu, 312-362-5874. The ASK website is ask.depaul.edu.

COURSE LOGISTICS

Budget & reimbursements

How much money do I have in my budget?

- ◆ The total class budget for **Discover Chicago** has been increased to **\$775**.
- ◆ The total class budget for **Explore Chicago** has been increased to **\$425**.
- ◆ **If your course previously collected a class fee, this is no longer an option for your course; please contact Sarah Miller to discuss options for your course’s budget.**
- ◆ Please note that theatre tickets, tour fees, etc., for the teaching team – instructors, student mentors and staff professionals – are to be paid for out of the class budget.

Is there a deadline for reimbursements and payments?

- ◆ Yes! For Autumn Quarter charges, reimbursements and payments, all information, forms, receipts and invoices must be received **within 60 days** of service/purchase or by **Wednesday, November 25 — whichever date is EARLIER**. Please note that if a receipt is more than 60 days overdue for reimbursement, Financial Affairs will not accept it and you will not be refunded the money.
- ◆ If you have any questions regarding the procedures outlined below, please contact Sarah Miller or Maria Hernández **prior** to the purchase/event.

How do I get reimbursed for a class expenditure?

- ◆ For a reimbursement to a team member or DePaul employee for a tangible good (tickets to a museum, food, etc.), please provide Sarah Miller or Maria Hernández with documentation of the goods received, the purpose, proof of payment, your EmplID and your home address. FYP will complete the account information, as well as obtain the necessary signature approvals.
 - When payment is by credit card, an **original itemized bill or invoice** and an **original credit-card receipt** must be submitted.
 - When payment is in cash, an **original receipt** clearly indicating payment made must be submitted.

How do I pay for a guest speaker, a tour, etc.?

- ◆ To pay for a service via honorarium, please provide to Sarah Miller or Maria Hernández with an **invoice** for services rendered and a **Vendor Information (Substitute W-9) Form** that has been completed and signed by the payee. This form is available online at:
financialaffairs.depaul.edu/forms/Vendor%20Information%20Form.pdf
- ◆ **If an invoice is unavailable**, please provide the following information:
 - Name of the individual or agency
 - Mailing address
 - Email address
 - Social Security Number (for individuals) or Tax ID Number (for organizations)
 - Date of service
 - A brief description of the event
 - The amount to pay out
 - A [Vendor Information \(Substitute W-9\) Form](http://financialaffairs.depaul.edu/forms/Vendor%20Information%20Form.pdf) completed and signed by the payee

What **cannot** be reimbursed?

- ◆ Payments made with **personal checks**
- ◆ Gift certificates/cards
- ◆ Personal expenses (e.g., teaching-team meetings at Starbucks; meals that do not include the whole class)
- ◆ Textbooks (note that desk copies may be requested directly from publishers)
- ◆ Note: Without prior approval, parking and cab rides will not be reimbursed.

How do I make a budget transfer?

- ◆ Please contact Sarah Miller or Maria Hernández.

How do I obtain a sales-tax exemption?

- ◆ Should DePaul's tax exemption certificate be required for a purchase, please email the Accounts Payable Department at accountspayable@depaul.edu with a brief explanation of the purchase along with the name of the company or organization, a contact person, phone number and fax number or company e-mail address. A tax exemption certificate will be sent out within two (2) business days directly to the company or organization.

How long will getting a reimbursement take?

- ◆ The fastest turnaround on a reimbursement is via **direct deposit**. To sign up for direct deposit, complete the Automated Clearing House (ACH) form online by going to:
 CAMPUS CONNECT > FOR EMPLOYEES > EMPLOYEE SELF SERVICE > PAYROLL AND COMPENSATION > EMPLOYEE REIMBURSEMENT
- ◆ Reimbursements that are submitted **without direct deposit** will need approximately 21 days for processing.

Food

During Immersion Week excursions, Discover teams handle lunch in different ways on different days. On the first day, a barbecue is provided on the Quad. In some cases, students are advised that they are responsible for their own lunch; we strongly recommend, in such cases, that you provide students with some low-cost options in the neighborhoods you will be visiting. On other occasions, the instructor chooses to provide lunch out of the class budget. In such cases, it is always advisable negotiate a group discount with a restaurant and obtain a sales-tax exemption in advance; moreover, ordering in advance saves time, money and, by avoiding waste, the planet.

If you wish to order food from Chartwell's, whether a box lunch to eat off campus or a meal to consume on campus, Maria Hernández will place your order. Please email the following information to her at mhernand@depaul.edu **at least 72 hours in advance**:

- ◆ Date of desired catering delivery
- ◆ Time for food to be delivered **and/or** cleared away
- ◆ Place of delivery (classroom location)
- ◆ Desired order (drinks, food, etc.)
- ◆ Number of folks you're serving

To see choices and cost, you may consult Chartwell's menus at: depaulcatering.com.

Chartering a bus

To reach sites or take tours for which public transportation is not an option, some instructors use funds from their class budget to rent a bus. The university's preferred vendors include BusBank (busbank.com). To charter a school bus, contact BusBank's account representative, Lee Ripani, at 312-476-6114 or 312-476-6100; lipani@BusBank.com. The discount rate for DePaul groups is: **\$285.00 for up to five hours, with each additional hour at \$55**. For further, more expensive options, consult the university's full list of [preferred vendors](#).

Loop office space

If you are based in Lincoln Park but will be teaching in the Loop, office space is available. All instructors may request office space in the Loop (on the 16th floor of the Lewis Center) during the quarter they are teaching there. Instructors teaching in the Loop should expect to receive an email about office space, mailboxes, etc. about a month before the quarter starts. If the start of classes is fast approaching and you have not received such an email (or if you simply want to take care of things earlier), please contact Crystal Tahir, Lewis 1630, ctahir@depaul.edu, 312-362-8882.

Registration & enrollment

Students do not use CampusConnect to register for Chicago Quarter classes. Instead, they pre-register at the same time that they sign up for a session of DePaul Premiere (a.k.a. orientation); then when they come to campus, they officially register and are entered by the FYP into CampusConnect.

Thus, over the course of the summer, whatever number of students you may see in CampusConnect, that number merely reflects students who have attended Premiere, and does not include those who have pre-registered but not yet attended Premiere.

CampusConnect and D2L will not reflect your class roster until the day after the final Premiere session:

- ◆ The final Premiere DePaul session for Discover students is PD 12, August 27-28.
- ◆ The final Premiere DePaul session for Explore students is PD 13, September 2-3.

In any case, a low number in CampusConnect is no cause for concern; your class may already be full!

Moreover, we make sure that all sections make enrollment; one of the ways we ensure this is to maintain a policy of no over-enrollment. So, should a student contact you about trying to get into your class when it is closed, please direct him or her to Sarah Miller.

APPENDICES

Appendix I: **Liberal Studies Program Learning Goals** (Liberal Studies Council, Dec. 5, 2012)

1. Knowledge of human cultures and the physical and natural world
2. Intellectual and creative skills
3. Personal responsibility and social transformation
4. Integrative learning

We list these learning goals here because the Chicago Quarter forms part of the common core of the Liberal Studies Program. For a complete articulation of the LSP Learning Goals, see:

academics.depaul.edu/liberal-studies/first-year-program/faculty/Documents/LSPLearningGoalsAndOutcomes.pdf

Appendix II: **Important websites**

Chicago Quarter	go.depaul.edu/chicagoquarter
First-Year Program	go.depaul.edu/fyp
Course descriptions	academics.depaul.edu/liberal-studies/first-year-program/Pages/course-descriptions.aspx
Financial Affairs forms	financialaffairs.depaul.edu/forms/forms-ap.html
Office for Academic Advising Support	oaas.depaul.edu
Alumni Sharing Knowledge	ask.depaul.edu
BlueStar	teachingcommons.depaul.edu/technology/bluestar.html
Chartwell's	depaulcatering.com
Chicago History Museum	chicagohistory.org/support/membership/depaul chicagohistory.org/support/membership/depaul-class-visit-reservation-form
D2L	d2l.depaul.edu
Digication/E-Portfolios	depaul.digication.com
Mixlr	mixlr.com
Mobile Learning/MoLI	go.depaul.edu/moli
Peggy Notebaert Nature Museum	naturemuseum.org/the-museum
Voxer	voxer.com
Writing Center	condor.depaul.edu/writing/what/Writing%20Center/wc.html
Useful CQ maps	academics.depaul.edu/liberal-studies/first-year-program/faculty/Pages/maps.aspx

Appendix III: **Contact information**

Office of the First-Year Program	Doug Long , Director <ul style="list-style-type: none"> ◆ Recruiting; oversight of Chicago Quarter courses (LSP 110/111, HON 110/111) and Focal Point Seminars (LSP 112) 	2312 N. Clifton, Munroe 122 dlong@depaul.edu 773-325-4569
	Mike Edwards , Asst. Director for Academic Administration <ul style="list-style-type: none"> ◆ Proposals for and scheduling of all Chicago Quarter courses (LSP 110/111, HON 110/111) & Focal Point Seminars (LSP 112) 	2312 N. Clifton, Munroe 120 medward4@depaul.edu 773-325-1187
	Sarah Miller , Asst. Director for Student Administration <ul style="list-style-type: none"> ◆ Reimbursements; logistical assistance; student enrollment; online teaching evaluations for all LSP 110/111/112 courses 	2312 N. Clifton, Munroe 121 smille28@depaul.edu 773-325-7573
	Maria Hernández , Program Assistant <ul style="list-style-type: none"> ◆ General FYP information; Immersion Week logistics; reimbursements; CHM workshop registration; catering; syllabi & Immersion Week schedules 	2312 N. Clifton, Munroe 119 mhernand@depaul.edu 773-325-7439
Office of New Student and Family Engagement Toni Fitzpatrick , Assoc. Director <ul style="list-style-type: none"> ◆ Common Hour; recruitment, selection, training and assignment of staff professionals and student mentors 		Lincoln Park Student Center 307 afitzpa9@depaul.edu 773-325-2273
First-Year Writing Program Julie Bokser , Director <ul style="list-style-type: none"> ◆ Administration of all First-Year Writing courses (WRD 102/103/104) 		SAC 358 jbokser@depaul.edu 773-325-4821
Quantitative Reasoning Program David Jabon , Director Ozlem Elgun Tillman , Assoc. Director <ul style="list-style-type: none"> ◆ Administration of all QRTL courses (LSP 120/121) 		SAC 286 djabon@depaul.edu 773-325-7248 oelgun@depaul.edu 773-325-4663
Honors Program Rose Spalding , Director <ul style="list-style-type: none"> ◆ Administration, faculty recruitment for HON 110/111 		990 W. Fullerton, Suite 1300 rspaldin@depaul.edu 773-325-1983/7302
University Ministry Miriam Miller , lead coordinator, Community Partner Development Evan Bennett , Service Days Coordinator Casimiro Peña , Graduate Assistant Rubén Alvarez , Asst. Director, Steans Center <ul style="list-style-type: none"> ◆ Planning for New Student Service Day 		Lincoln Park Student Center 311 serviceday@depaul.edu 773-325-1192 rsilvaal@depaul.edu 773-325-1193

Steans Center Helen Damon-Moore , Associate Director	2233 N. Kenmore hdamonmo@depaul.edu 773-325-8192
Jeff Howard , Asst. Director for Faculty Development ♦ Service learning: course development, planning, supervision; community partners	jhowar15@depaul.edu 734-904-4297 servicelearning@depaul.edu
Office for Academic Advising Support Tim Mazurek , Academic Advisor ♦ Advising for undeclared and exploratory first-year students	LPC: SAC 192; Loop : DPC 9500 773-325-7251 tmazurek@depaul.edu 773-325-7264 advisingsupport@depaul.edu
University Marketing Kris Gallagher , Internal Consultant ♦ Social media initiative	DePaul Center 312-362-8365 kgallagh@depaul.edu
Chicago History Museum Josh Anderson ♦ Class visits & guided tours	1601 N. Clark Street 312-642-4600 reception@chicagohistory.org
Peggy Notebaert Nature Museum Alvaro Ramos , Vice President & Curator of the Museum Experience ♦ Class visits	2430 N. Cannon Drive 773-755-5162 Alvaro.Ramos@naturemuseum.org
Alumni Sharing Knowledge (ASK) Karyn McCoy , Director of Employer & College Relations ♦ Guest speakers, industry professionals, et al.	DePaul Center 9400 kmccoy9@depaul.edu 312-362-5874
LAS Office, Loop campus Crystal Tahir , Administrative Assistant ♦ Loop office space	Lewis 1630 ctahir@depaul.edu 312-362-8882
Special classroom requests for Autumn Quarter Matt Novak	mnovak10@depaul.edu 312-362-7533
Public Safety	773-325-7777 (LPC) 312-362-8400 (Loop)

Appendix IV: The Off-Season

November	Identify potential future CQMs.
	Send in your nominations for the CQ teaching team awards.
December 15	Deadline for proposing <u>new</u> course topics <ul style="list-style-type: none"> ♦ Click for information on the FYP website ♦ Click for the LSP online proposal form

January	Inform your chair, program director or supervisor that you wish to teach in the Chicago Quarter again.
March	Email any revised course titles and updated course descriptions to Mike Edwards .
End of March	Course descriptions are posted online.
April 1	Admitted first-year students can start to register for Chicago Quarter classes at the same time as they sign up for a summer orientation session. (However, they will <u>not</u> appear on your campusconnect class roster until they actually attend orientation sometime between June and September.)
Early April	Expect final confirmation of your teaching schedule either from your department or from the FYP.
Mid- to late April	In phase I of the process of forming teaching teams, you have the opportunity to construct your own teaching team.
Late May	Teaching teams are finalized.
	A brand-new version of this handbook appears online.