

Explore Chicago Handbook

WINTER & SPRING 2018

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- ◆ This handbook, along with related information, is available online. Click [here](#); or go to go.depaul.edu/fyp, then click: FOR FACULTY > HANDBOOKS & RESOURCES. We recommend bookmarking the webpage, rather than downloading or printing, so that you will always access the most current version of this document. Please be so kind as to email Mike Edwards at medward4@depaul.edu if you encounter any dead links or other errors.
- ◆ For all things to do with the First-Year Program, click: go.depaul.edu/fyp

What's new in 2018?

- ◆ We are pleased to announce that at the beginning of October Jennifer Tatum, formerly of the College of Education, joined our office as Program Manager. Jenn's contact information is: Munroe 129, 773-325-7439, jtatum3@depaul.edu.
- ◆ For [recommendations from the Center for Students with Disabilities](#), see [p. 5](#).
- ◆ For ways to tap [the resources of the University Center for Writing-based Learning](#), see [p. 7](#).
- ◆ For details about the [awards offered for faculty's innovative use of the Art Institute](#), see [p. 9](#).

Important dates

WINTER QUARTER 2018	Tuesday, January 2	First day of classes
	Tuesday, March 13	Reimbursement requests and documentation are due to FYP within 60 days of service/purchase, but no later than this date, the Tuesday of finals week. (See pp. 11-13.)
	Monday, March 26	Winter Quarter grades due
SPRING QUARTER 2018	Monday, March 26	First day of classes
	Tuesday, June 5	Reimbursement requests and documentation are due to FYP within 60 days of service/purchase, but no later than this date, the Tuesday of finals week. (See pp. 11-13.)
	Friday, June 15	Spring Quarter grades due

ABOUT THE CHICAGO QUARTER

What distinguishes Winter & Spring sections of Explore Chicago from the standard Autumn version?

- ◆ There is no Common Hour; so class meets three hours per week instead of four.
- ◆ There is no Chicago Quarter Mentor or Staff Professional.

Nevertheless, as with all Chicago Quarter courses:

- ◆ The winter and spring versions of Explore Chicago acquaint first-year students at DePaul with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations, and issues.
- ◆ Learning is accomplished through a variety of means, but particularly through first-hand observation, participation, personal discovery, and reflection.
- ◆ Each section features at least three field excursions during which students explore the city in relation to the course topic.
- ◆ The enrollment cap is 28 students per course.
- ◆ The class budget is \$425.
- ◆ These courses are available only to first-year students, who may receive credit for only one Chicago Quarter course (either Discover or Explore).
- ◆ Individual course descriptions may be found at:
academics.depaul.edu/liberal-studies/first-year-program/Pages/course-descriptions.aspx

Chicago Quarter Learning Outcomes (LSC, 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. [...] and demonstrate awareness of strategies and resources needed to achieve academic success.

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

Note: Because of the absence of Common Hour, the first phrase in learning outcome #5 (“Articulate educational, career, and financial goals”) is excised.

Chicago Quarter Reading and Writing Expectations (LSC, 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.

COURSE PREPARATION

Excursions: Planning & safety

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

- ◆ this should be highlighted in 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,...
- ◆ 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 each 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 current 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., bandaids, 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.

Looking for interesting sites near you and information about them while out in the city?

Download the free app “[Field Trip](#).” It provides descriptions of historical sites, architecture, museums, movie locations, eateries, etc. and google maps showing location and distance from your current location.

Like to receive a phone call from a statue? Thanks to [Statue Stories Chicago](#), funded by DePaul’s own Richard Driehaus, some 30 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, instructors **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 darkly 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.

- ◆ Exchanging cell phone numbers or using an app like [groupme](#) for communication is recommended.

Further useful information on excursion planning and safety may be found [here](#) on the DePaul Teaching Commons (TEACHING GUIDES > INSTRUCTIONAL METHODS > FIELD WORK).

Center for Students with Disabilities

If you have a student with disabilities in your class, here are some recommendations from the Center for Students with Disabilities:

- ◆ Plan excursions to places that are accessible whenever possible. If you're choosing between two restaurants and one is more accessible to patrons in wheelchairs, etc., choose that restaurant. Accessibility and inclusivity is preferable to needing to make accommodations later.
- ◆ Remember that accessibility includes restrooms.
- ◆ If the student has self-identified and registered with CSD, you will be notified about student accommodations several weeks before classes start, but if the student has not, it could be later. If the student never connected with CSD, you may not find out about the need to accommodate until the class begins. The best practice here is to talk with Greg Moorehead or someone else from CSD (before the quarter begins, if possible) to discuss accommodations.
- ◆ Include the student in the discussion of accommodations. Accommodations for excursions into the city may include:
 - Separate means of transportation if the CTA train stations involved are inaccessible (calling the CTA is more reliable than a website because they'll have the most updated information on elevator closings, etc.). The First-Year Program would cover the cost of a cab, if needed.
 - Similarly, FYP will cover cab costs if any student needs to return to campus for emergency reasons. Students who do this should be accompanied by a member of the teaching team.
 - Sign Language Interpreters and Closed Captioning Services for students with auditory disorders can be hired for in-class or on excursions.
 - Students with cognitive and other disabilities often prefer using Smartpens, which can record audio and playback the recording.
 - A member of the teaching team should be assigned to provide any needed help to blind students during excursions.
 - Closed captioning can be ordered, during which a lecture can be broadcast to a typist who can provide real-time captioning to a student with an auditory disability.
- ◆ If you have a student who has self-identified as having an emotional disability, you can talk with both the student and the CSD about accommodations. For students with panic anxieties, for example, sometimes a separate excursion at a less busy time can be the solution.

Contact information for the Center for Students with Disabilities: csd@depaul.edu; go.depaul.edu/csd; 773-325-1677 (LPC), 312-362-8002 (Loop); and for the CSD's director: Greg Moorehead, gmoorehe@depaul.edu, 312-362-8545.

Sample disability statement for inclusion in your syllabus

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

- ◆ Lincoln Park Campus: Student Center 370, 773-325-1677
- ◆ Loop Campus: Lewis Center 1420, 312-362-8002

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.

University Center for Writing-based Learning (UCWbL)

The University Center for Writing-based Learning is an excellent resource, both virtual at condor.depaul.edu/writing and physical/human, in the Richardson Library and Lewis 1600. The tutors assist not just struggling writers, but *all* students interested in improving their writing. Thus we urge you to take advantage of the UCWbL in one of several ways, e.g.:

- ◆ Urge your students to visit the walk-in, first-come, first-served [Learning Commons](#) (Richardson library, 1st floor) – no appointment necessary;
- ◆ Invite them to form tutor-supported [writing groups](#) of three or more students;
- ◆ Encourage them to [make an appointment](#) with a tutor -- Student incentives can include an automatic extension; tutors copy faculty on written student feedback;
- ◆ [Request an in-class workshop](#) of 45-90 minutes' duration; or
- ◆ Go all in and request a Writing Fellow to work with everyone in your class – You can learn more about the Writing Fellows Program [here](#).

Service learning

For those who wish to incorporate service learning into their classes, 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); Jeff Howard, Asst. Director for Faculty Development (jhowar15@depaul.edu, 734-904-4297); and/or Rubén Álvarez Silva, Asst. Director for Academic Development (rsilvaal@depaul.edu, 773-325-8132). You may also simply email servicelearning@depaul.edu.

Given that our students are just embarking on their college careers, Howard Rosing, Director of the Steans Center, recommends *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 syllabus.

For Spring sections: **Vincentian Service Day** (date will be available in March)

Vincentian Service Day, which takes place on a Saturday in early May, is an exciting annual opportunity for DePaul University students, faculty, staff, alumni and community partners to come together in the communities of Chicago for a day of service and put the Vincentian mission of service and social justice into practice. If you would like to learn more about Vincentian Service Day (or even how your Explore Chicago class can participate as a group), please contact the coordinator, Katie Sullivan, serviceday@depaul.edu, 773-325-4490, Lincoln Park Student Center 311.

BlueStar

is 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.

What to submit:

1. Course Syllabus
2. Copies of AIC-related assignment(s)
3. Approx. 200-word description of the significance and creativity of use of the Art Institute

Submit to: John Shanahan jshanah1@depaul.edu and Delia Cosentino dcosent1@depaul.edu

Chicago History Museum: Free membership

DePaul's relationship with the Chicago History Museum (located at 1601 N. Clark), offering free entry and a 10% discount at the museum café and shop with a DePaul ID, is now entering its sixth year. To schedule a class visit, please go to: chicagohistory.org/formdepaul.

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

The museum's online Research Center is at: libguides.chicagohistory.org/research.

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.

DePaul Art Museum

Please bear in mind as you plan your class that the DePaul Art Museum can support your class in a number of ways, including:

- ◆ Tours, guided or self-guided; and
- ◆ A visit to the Collection Study Room with a *customized* set of items that you can choose in advance from the collection.

Click here for the [DPAM Faculty FAQ](#). For information about current and upcoming exhibitions, as well as to browse the collection online, visit: museums.depaul.edu.

Online learning tools

The university is expanding the range of opportunities for going online and going mobile.

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

- ◆ **FITS** (Faculty Instructional Technology Services) provides one-on-one technology support, workshops, etc. for all of the above: offices.depaul.edu/fits/Pages/default.aspx.

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. These mentors are also available to students & alumni to explore college and professional transitions; life challenges; and university and career questions. The contact person is Leslie Chamberlain, Associate Director (lchambe8@depaul.edu, 312-362-8282). The ASK website is ask.depaul.edu.

Student Affairs' resources

For the information of faculty and staff the Division of Student Affairs has a set of webpages that presents an overview of the university resources, supports and co-curricular programs available to our students. It may be found [here](#) or by going to the Resources section of the Student Affairs website.

COURSE LOGISTICS

Budget & reimbursements

How much money do I have in my budget?

- ◆ The total budget is a **maximum of \$425**.
- ◆ **If your course previously collected a class fee, that is no longer an option for your course; please contact Doug Long to discuss options for your course's budget.**
- ◆ Please note that theatre tickets, tour fees, etc., for instructors are to be paid for out of the class budget.

Is there a deadline for reimbursements and payments?

- ◆ Yes! For charges, reimbursements and payments, all information, forms, receipts and invoices must be received **within 60 days of service/purchase or by the Tuesday of finals week — whichever date is EARLIER**.
- ◆ In Winter 2018, the Tuesday of finals week is March 13; in Spring it is June 5.
- ◆ 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 contact Brent Nunn (bnunn@depaul.edu) or Jenn Tatum (jtatum3@depaul.edu) **prior** to the purchase/event.

How do I get reimbursed for a class expenditure?

- ◆ For a reimbursement for a tangible good (tickets to a museum, food, etc.), please provide Brent Nunn or Jenn Tatum 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 Brent Nunn or Jenn Tatum 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

To check whether Accounts Payable already has a form from the individual or organization on file, please email accountspayable@depaul.edu. (It is advisable to check with the vendor to make sure that the address to which a check should be sent has not changed.)

- ◆ **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](#) completed and signed by the payee

What **cannot** be reimbursed?

- ◆ Payments made with **personal checks**
- ◆ Gift certificates/cards
- ◆ Personal expenses
- ◆ 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 Brent Nunn or Jenn Tatum.

How do I use my ProCard for class purchases?

- ◆ Please send us copies of your receipts from your ProCard and once the charges get approved, chartfields will be provided for your department to make a budget transfer. You can send copies of receipts to us electronically or by interoffice mail, as you will need the

original receipts for your department's ProCard reconciliation. If you have questions, please contact Brent Nunn (bnunn@depaul.edu) or Jenn Tatum (jtatum3@depaul.edu).

- ◆ If you wish the *FYP* to pay with the *FYP* ProCard, please be sure that Brent Nunn has all the necessary information **at least five (5) business days in advance**.

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 company name, 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. (Note: There is no sales tax exemption for restaurant meals.)

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

If you wish to order food from Chartwell's, whether a box lunch to eat off campus or a meal to consume on campus, we will place your order. Please email the following information to Jenn Tatum (jtatum3@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, please consult Chartwell's menus by going to depaul.catertrax.com; and then scrolling down and clicking on a campus under "order option." (While it *appears* that you have to create an account and log in, that is unnecessary.)

What information does the FYP need to **pre-pay** for a pre-arranged restaurant meal?

- ◆ An **itemized invoice** should be provided to Brent Nunn (bnunn@depaul.edu) **at least five (5) business days in advance**.
- ◆ Then, an **itemized receipt** should be provided after the fact.

If you choose to use the class budget to pay for a meal during an excursion, it is always advisable to negotiate a group discount with a restaurant, thereby saving time, money and, by avoiding waste, the planet.

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 First Student Charter Bus Rental (firstcharterbus.com). To charter a school bus, contact First Student's agent, Shakeela Muhammad, at 630-637-7669 or Shakeela.Muhammad@firstgroup.com.

The discount rate for DePaul groups is: **\$49.50 per hour** gate to gate with a **three-hour minimum** (tolls and parking not included) with an additional fee of \$50 for any trips that take place in the 6:00-8:00 a.m. window or the 2:00-4:30 p.m. window. For further, more expensive options, consult the university's full list of [preferred vendors](#) on the Financial Affairs website.

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 Eunice Morales (Lewis 1630, emoral11@depaul.edu, 312-362-8882).

Room requests & reservations

The FYP does not assign classroom space, beyond simply specifying the campus. Requests for a specific classroom or building or a room with special equipment (above and beyond the standard technical array) are handled via campusconnect. An email goes out in the middle of the previous quarter inviting faculty to make their classroom preferences by logging in and going to: SELF SERVICE > FACULTY CENTER > INSTRUCTOR RESOURCES > FACULTY PROFILE and filling out the online form. You may also contact Niki Rigas and Alex Schneider directly at academicspace@depaul.edu.

Special events

Room requests for one-time events are handled online via: 25live.collegenet.com/depaul. A tutorial for "how to request an event" may be found [here](#). The contact person is Alex Schneider at academicspace@depaul.edu.

This information and more may be found [here](#). (To reserve a space in the library, use the library's own scheduling system: libcal.depaul.edu.)

Enrollment

For several reasons, the First-Year Program maintains a policy of no over-enrollment in Winter and Spring Explore Chicago classes:

- ◆ We want to ensure that each class is of manageable size.
- ◆ Students may avail themselves of the waitlist.

- ◆ Most importantly, adding students to closed sections increases the risk that a section offered in a less desirable timeslot or location may be under-enrolled and therefore subject to cancellation, an outcome we naturally seek to avoid.

Finally, for a variety of reasons, in winter and spring the vast majority of students who register for Explore Chicago do so quite late in the process. One reason is that many are transfer students. So please do not be concerned if on December 1 or March 1, your enrollment numbers are low. (Moreover, we monitor enrollments assiduously and actively promote low-enrolled classes.)

Any inquiries should be directed or re-directed to Mike Edwards (medward4@depaul.edu).

Automatic email forwarding

If you do not check your DePaul Outlook email account regularly, we recommend that you set it to automatically forward email to your preferred account. IS recommends that you follow the simple instructions on the following page:

www.technipages.com/automatically-forward-email-outlook

APPENDICES

Appendix I: **Liberal Studies Program Learning Goals** (LSC, 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:

liberalstudies.depaul.edu/docs/docs/LSP_Revised_Goals_and_Outcomes_2012.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
Alumni Sharing Knowledge	ask.depaul.edu
Art Institute of Chicago	www.artic.edu
BlueStar	teachingcommons.depaul.edu/technology/bluestar.html
Center for Students with Disabilities	go.depaul.edu/csd
Chartwell's	depaul.catertrax.com
Chicago History Museum	chicagohistory.org
Classroom & Building Space	offices.depaul.edu/oaa/academic-leadership-resources/space
D2L	d2l.depaul.edu
DePaul Art Museum	museums.depaul.edu
Digication/E-Portfolios	depaul.digication.com
FITS	offices.depaul.edu/fits
Mobile Learning/MoLI	go.depaul.edu/moli
Peggy Notebaert Nature Museum	naturemuseum.org/the-museum
Student Affairs' resources	offices.depaul.edu/student-affairs/resources/faculty-staff
University Center for Writing-based Learning	condor.depaul.edu/writing

Appendix III: **Contact information**

Office of the First-Year Program	773.325.7573 firstyr@depaul.edu	
	Doug Long , Director ♦ Recruiting; oversight of Chicago Quarter courses (LSP 110/111, HON 110/111) and Focal Point Seminars (LSP 112); online teaching evaluations	2312 N. Clifton, Munroe 122 dlong@depaul.edu 773-325-4569
	Mike Edwards , Asst. Director for Academic Administration ♦ 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
	Brent Nunn , Asst. Director for Student Administration ♦ Reimbursements; logistical assistance; student enrollment; online teaching evaluations for all LSP 110/111/112 courses	2312 N. Clifton, Munroe 121 bnunn@depaul.edu 773-325-7188
	Jenn Tatum , Program Manager ♦ General FYP information; excursion logistics; reimbursements; catering; syllabi	2312 N. Clifton, Munroe 129 jtatum3@depaul.edu 773-325-7439
Public Safety		773-325-7777 (LPC) 312-362-8400 (Loop)
First-Year Writing Program Julie Bokser , Director ♦ Administration of all First-Year Writing courses (WRD 102/103/104)		SAC 358 773-325-4821 jbokser@depaul.edu
Quantitative Reasoning Program David Jabon , Director Ozlem Elgun Tillman , Assoc. Director ♦ Administration of all QRTL courses (LSP 120/121)		SAC 286 djabon@depaul.edu 773-325-7248 oelgun@depaul.edu 773-325-4663
Steans Center Helen Damon-Moore , Associate Director Jeff Howard , Asst. Director for Faculty Development Rubén Álvarez Silva , Asst. Director for Academic Development ♦ Service learning: course development, planning, supervision; community partners		2233 N. Kenmore hdamonmo@depaul.edu 773-325-8192 jhowar15@depaul.edu 734-904-4297 rsilvaal@depaul.edu 773-325-8132 servicelearning@depaul.edu
Center for Students with Disabilities Greg Moorehead , Director ♦ Accommodations, support services		csd@depaul.edu 773-325-1677, 312-362-8002 gmooreche@depaul.edu 312-362-8545

University Ministry Katie Sullivan , Coordinator for Service Days ♦ Planning for Vincentian Service Day (Spring Quarter)	Lincoln Park Student Center 311 serviceday@depaul.edu 773-325-4490
Art Institute of Chicago Madeline Shearer ♦ Class visits	111 S. Michigan Avenue universitypartners@artic.edu 312-443-3139
Chicago History Museum Josh Anderson ♦ Class visits & guided tours	1601 N. Clark Street reception@chicagohistory.org 312-642-4600
Peggy Notebaert Nature Museum Alvaro Ramos , Vice President & Curator of the Museum Experience ♦ Class visits	2430 N. Cannon Drive Alvaro.Ramos@naturemuseum.org 773-755-5162
Alumni Sharing Knowledge (ASK) Leslie Chamberlain , Assoc. Director of Alumni Sharing Knowledge & Alumni Career Services ♦ Guest speakers, industry professionals, et al.	DePaul Center 9400 lchambe8@depaul.edu 312-362-8282
Classroom & Building Space Niki Rigas ♦ Classroom scheduling Alex Schneider ♦ PC classroom & event scheduling	academicspace@depaul.edu nrigas@depaul.edu 312-362-8829 aschne11@depaul.edu 312-362-7533
LAS Office, Loop campus Eunice Morales , Administrative Assistant ♦ Loop office space	Lewis 1630 emoral11@depaul.edu 312-362-8882