

Chicago Quarter 2018

FACULTY HANDBOOK

Note: This handbook, the Discover Chicago Immersion Week 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.

We urge you **NOT** to print this handbook. It is not a static document, but one that is regularly updated. So, please **bookmark** it. This way, you will not only save paper but also have access to the most current and accurate information in a searchable document with a clickable table of contents and live links.

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?

With the departure of Toni Fitzpatrick in early August, **all inquiries about Common Hour, staff pros and CQMs** should be directed to **Tom Menchhofer**, NSFE Director, tmenchho@depaul.edu; 773-325-2473, until such time as a replacement is hired.

- ◆ **Course budgets** have been **raised** by \$75. Thus **the Discover Chicago budget is now \$850**; and **the Explore Chicago budget is now \$500**.
- ◆ Brownstone's Café in the Lincoln Park Student Center will open for **breakfast** at 7:30 a.m. during Immersion Week, and at 7:00 a.m. on New Student Service Day.
- ◆ For ways to tap the resources of the **University Center for Writing-based Learning**, see [p. 15](#).
- ◆ The **DePaul Art Museum** will be **open during Immersion Week!** Featured will be a photo exhibition on the changing demographics of postwar neighborhoods in Chicago; and a show in a variety of media by a Chicago-based artist that examines museum collections, notions of authenticity, and post-colonial histories. See [p. 19](#) for details.
- ◆ For details on a **symposium on world music in Chicago** to be held in the School of Music's new building on November 7, see [p. 19](#).
- ◆ **Tech tip:** For a simple way to **communicate easily and non-invasively with your class**, try the free, simple **GroupMe app**. Numerous classes have used it successfully. Simply create a group by having a member of the teaching team input cellphone numbers. Communications, both text and images, can be sent to the whole group or to selected individuals.

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Important dates

Friday, May 18 9:00 AM – 3:00 PM	Chicago Quarter Best Practices Conference	LPC: Student Center 120	
Friday, June 15	Welcome Letter due (see p. 9)	Email Word document to firstyr@depaul.edu	
	Site/project planning for New Student Service Day (see p. 12)	Email serviceday@depaul.edu	
Monday, July 16 10:00 AM – Noon	Art Institute of Chicago faculty orientation (see p. 18)	Entrance to the Modern Wing, 159 E. Monroe, between Michigan and Columbus	
Tuesday, July 24 10:00 AM – Noon	Chicago History Museum faculty orientation (see p. 20)	1601 N. Clark Street (corner of Clark & North Avenue)	
Thursday, August 23 10:00 AM – Noon	Pre-Immersion Week Meeting , for all Discover teaching teams	LPC: SAC 154	
	While CQMs and staff pros have additional training and workshops throughout the day, there will be an hour available for team meetings immediately following the Pre-Immersion Week meeting		
Friday, August 24	Deadline to email Immersion Week schedule (including teaching-team contact info) and Discover syllabus to firstyr@depaul.edu .		
Monday, August 27	9:00 AM	IMMERSION WEEK begins!	LPC: Immersion Week classrooms are now posted on campusconnect
	11:30 AM	BBQ	LPC: Quad
Monday, September 3	Labor Day – NO CLASSES		
Tuesday, September 4 7:45 AM teaching team arrival	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 4 3:00 – 5:00 PM	Great Starts Meeting , for all Explore teaching team members	LPC: McGowan South 108	
	Note: CQMs and staff pros have additional training and workshops earlier in the day.		
	Deadline to email Explore syllabus to firstyr@depaul.edu .		

Wednesday, Sept. 5	First day of Autumn Quarter classes – classrooms now posted	Typically Immersion Week and AQ classrooms will be different.
Friday, Sept. 7 10:30 AM – Noon	Chicago Quarter Faculty Chat	LPC: TBD
Thursday, Sept. 27 5:00 – 8:00 PM	DePaul Night at the Art Institute (see p. 18)	Entrance to the Modern Wing, 159 E. Monroe, between Michigan and Columbus
Friday, Oct. 12 10:30 AM – Noon	Chicago Quarter Faculty Chat	LPC: TBD
Saturday, Oct. 13 10:00 AM – 5:00 PM	DePaul Day at the Art Institute: family & friends enter free, too! (see p. 18)	Entrance to the Modern Wing, 159 E. Monroe, between Michigan and Columbus
Tuesday, October 23	End of seventh week of classes	
Wednesday, Oct. 24 – Tuesday, Oct. 30	“Finals week” for Discover Chicago classes	This week may be used for exams, presentations, submission of papers.
Wednesday, Nov. 7 11:00 AM – 4:00 PM	Sounds of the City: A Symposium on Music Making in Chicago’s Neighborhoods (see p. 19)	LPC: Holtschneider Performance Center
Tuesday, Nov. 13 3:00 – 5:00 PM	Chicago Quarter reception	LPC: Student Center 314
Wednesday, Nov. 14	Grade reporting window opens on campusconnect (the same date for both Discover and Explore Chicago)	
Tuesday, November 20	All Autumn Quarter reimbursements are due to FYP within 60 days of service/purchase, but no later than this date, the Tuesday before Thanksgiving. (see p. 21)	
Thursday, Nov. 29	Last day to report grades	

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 from 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 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 *preceding* learning outcomes should appear on every LSP 110 and LSP 111 syllabus; topic-specific goals, outcomes and objectives may, of course, be added. (**HON sections** should include the HON 110 and HON 111 learning outcomes, found in [Appendix IV](#).)

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

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

Curriculum map

Big Ideas	Enduring Understandings (Students will remember 2-3 years after the class.)	Learning Outcomes (Students will be able to...)
Understanding & believing in myself	My skills, abilities and interests will change and grow during my time at DePaul.	<ol style="list-style-type: none"> 1. Reflect on their current skills, abilities, and interests and recognize the ever-changing nature of each. 2. Describe principles and strategies for developing skills that contribute to academic success. 3. Describe principles and strategies for exploring their interests.
	My identities matter and are an important aspect of both my experience and the DePaul community.	<ol style="list-style-type: none"> 4. Define and apply core concepts of diversity. 5. Discuss and reflect on their social identities and related experiences.
Connecting to DePaul	I am part of DePaul's Vincentian community.	<ol style="list-style-type: none"> 6. Connect the principles of the Vincentian mission to their lives today as a DePaul student.
	In the DePaul community caring for myself and others is necessary.	<ol style="list-style-type: none"> 7. Associate self-care with academic success and personal wellness and describe self-care strategies. 8. Associate the Vincentian mission with how they care for themselves and for others in the DePaul community.
	Building a small community of support within the larger community at DePaul is critical to my success inside and outside of the classroom.	<ol style="list-style-type: none"> 9. Discuss the value of community as a network of support and describe methods for building their own community at DePaul.
Transitioning to college	My transition to college will present new and different challenges.	<ol style="list-style-type: none"> 10. Compare their role as a student in high school to the role they have as a college student. 11. Understand the transition from high school to college is often challenging both academically and socially.
	I have resources available to assist me as I define, explore, and pursue my goals.	<ol style="list-style-type: none"> 12. Recall resources on campus and describe resources they anticipate using during their time at DePaul.

CQM & staff professional position description

Each Chicago Quarter course is led and taught by a teaching team that includes a faculty member, a staff professional, and a Chicago Quarter Mentor. The teaching teams are an essential part of the Chicago Quarter Program and allow new students to build critical relationships and connections with the university community as they transition to DePaul. Faculty lead the academic component of the course focusing on a specific-Chicago related topic. Chicago Quarter Mentors, in partnership with the assigned Staff Professional, plan and deliver the Common Hour component of the Chicago Quarter course. Additionally, staff professionals provide Chicago Quarter Mentors with ongoing guidance, feedback, and formally evaluate (in collaboration with faculty) mentor performance. All members of the team work collaboratively to coordinate and plan the overall course curriculum and lead new students through excursions in the city of Chicago.

Principal duties, responsibilities & other job-related information

- Work hand in hand with the Chicago Quarter teaching team to plan, deliver, and review Common Hour lessons.
- 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.
- Attend and participate in all Chicago Quarter meetings, trainings, and other programs.
- Other related duties as outlined by the Office of New Student and Family Engagement.

Complete Common Hour information and detailed documents are now available on [D2L](#): log in; select Role = “All Roles”; click “No Quarters”; click “RCQM - Chicago Quarter Teaching Teams”; click “Content.”

Meanwhile, all inquiries about CQMs and staff professionals should be directed to Tom Menchhofer, Director of the Office of New Student & Family Engagement (Lincoln Park Student Center, Suite 304; tmenchho@depaul.edu; 773-325-2473). 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. The last 45 minutes of the annual CQ Best Practices event is set aside for this purpose.
- ◆ 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 [p. 9](#) 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 Friday, June 15, teams should have sent their Welcome Letter to firstyr@depaul.edu and, in the case of Discover teams, have emailed serviceday@depaul.edu 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 23, **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 important 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.
- ◆ On the first morning of Immersion Week, Monday, August 27, 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.
- ◆ Tuesday, Sept. 4 is New Student Service Day. All Discover Chicago classes, except for HON and School of Music sections, participate, with student check-in beginning at 8:00 a.m. in the Sullivan Athletic Center, 2323 N. Sheffield. (For full details, see [p. 12.](#))
- ◆ On Tuesday, Sept. 4, **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: McGowan South 108.
- ◆ During Autumn Quarter, faculty should be prepared to join the weekly meetings between CQM and staff professional as needed.

The Welcome Letter (due Friday, 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 2018.”
- ◆ 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 27-31.
- ◆ Remind **Discover** students of their mandatory participation in New Student Service Day on Tuesday, Sept. 4. 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 the Honors Retreat and SoM auditions take place.)

- ◆ Give advance notice of any excursions scheduled outside of regular contact hours.
- ◆ Honors sections should include a reminder about the Honors Retreat, which will take place on Tuesday, September 4. (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
jdoe@depaul.edu

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

Contact hours & finals week

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.
- ◆ A 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. 24. 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. 25-31) 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: Typically 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 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.
- ◆ During Immersion Week, students on the meal plan can easily pick up lunch before the day starts at the Lincoln Park Student Center, open at 7:30 a.m. (and at 7:00 on NSSD).

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 \$2.00 (if you purchase shareable 10-ride passes on weekdays for just \$20). 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 to Jean-Baptiste Point DuSable 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 its location, rely on serendipity or 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 or use an app like groupme.

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

New Student Service Day (Tuesday, September 4, 2018)

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 2018, NSSD takes place on Tuesday, Sept. 4. The schedule is as follows:

NSSD schedule <i>(times in italics necessarily vary according to site location)</i>		
7:45 a.m.	Teaching team arrival	Sullivan Athletic Center 2323 N. Sheffield Lincoln Park Campus
8:00 a.m.	Check -in	
8:20 a.m.	Kick-off & Morning Program	
9:00 a.m.	Discover Teams depart	
<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
1:00-3:30 p.m.	Picnic + Service, Faith & Justice Fair	DePaul Quad (Rain location: Kelly Hall, Library)

Options for arranging service

Regardless of which option you choose below, **all Discover Chicago teaching teams** must contact the University Ministry's Service Day Team by **Friday, June 15**, to inform them of your plans. The coordinator is Katie Sullivan, serviceday@depaul.edu, 773-325-4490, Lincoln Park Student Center 311. 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 4 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.

Center for Students with Disabilities

If you have a student with disabilities in your Chicago Quarter 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 – 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); 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 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

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.

An advisor from the Office for Academic Advising Support (OAAS) will be assigned to each Chicago Quarter section. This advisor can assist you with any academic advising-related questions or issues and will work with any undeclared or exploratory students in your class. (The advisor's name will also show up as a "TA" on your class 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 raise a flag, e.g., "behavioral concern," "missing/late work"; create a referral to, e.g., the Center for Students with Disabilities, the College Advising Office, the Dean of Students; etc. In addition to keeping a record for your own use, BlueStar allows advisors to detect patterns that may appear across a student's classes that a lone instructor may be unaware of.

It is recommended that faculty provide feedback on an assignment within the first three weeks of the quarter in order to have solid information on which to base responses to the mid-quarter Academic Progress survey.

In order to access BlueStar: log in to campusconnect; then click the  icon in the top-right corner of the window, followed by NAVIGATOR > SELF SERVICE > BLUESTAR STUDENT SUPPORT. 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. They can do so from a computer or a smartphone. The easiest way may be to use the iDePaul app.

- ◆ Instructions are automatically emailed to **Discover** students during week 6. The OTEs for **Discover Chicago** will be available online during the window October 10–23.
- ◆ Instructions are automatically emailed to **Explore** students during weeks 9-10. The OTEs for **Explore Chicago** will be available online during the window October 31–November 13.

Although students may complete OTEs for their other classes on their own, we ask that class time be set aside so that students can complete their OTEs on a smartphone or other mobile device.

COURSE RESOURCES

Please be aware of the “Chicago Quarter Instructors” page in the NO QUARTERS section of D2L, where further resources and information are available.

Best Practices

In June of each year, documents shared by presenters at the Chicago Quarter Best Practices Conference held toward the end of Spring Quarter are posted on D2L. To access an archive of materials from this and recent years: log in to D2L; select Role = “All Roles”; click “No Quarters”; click “Chicago_Quarter_Instructors - LSP 110 and 111 - HON 110 and 111”; click “Content.”

Social media initiative

As part of the Chicago Quarter, we are asking teaching teams to help showcase their activities on social media with a particular focus on Instagram, Twitter and Snapchat, although you are welcome to post on other platforms.

Hashtags

#DPUChicagoQuarter **#DePaulDiscover** **#DePaulImmersionWeek** **#DePaulExplore**

If you are active on social media or manage an appropriate DePaul social media account, we encourage you to use and promote one or all of these hashtags on your posts. This will make it easy for DePaul’s social media teams to curate posts for a variety of purposes. If you aren’t active on social media or prefer not to use your accounts for this purpose, please encourage your new students to use these hashtags.

Twitter and Instagram

University Marketing Communication will create a feed from Twitter and Instagram posts that will air on television monitors in the Student Center during Immersion Week meals. They will continue to collect and promote posts throughout the quarter via Facebook, Twitter, Instagram and Storify.

To jump-start participation, they would like to recruit 10 to 15 teaching team members who will commit to posting on Twitter or Instagram once or twice a day about their Chicago Quarter classes. These “seed” posts encourage others to share their experiences. *If you are willing to participate, please*

contact Maria Hench (mhench@depaul.edu, 312-362-8668) with your name, your Discover or Explore Chicago class, and your Twitter and/or Instagram handle.

If you prefer not to commit to posting once or twice a day, but would still like to participate, we encourage you to do so by using the hashtags.

Snapchat

We will have a Snapchat filter for Immersion Week that will be active in the Student Center. Participants who want their snaps considered for Student Center feed should take a screenshot of their snap, post it on Twitter or Instagram with the hashtag(s), and tag @depaulu.

We would also like to curate Snapchat Stories that follow a few Chicago Quarter classes. For this, we are looking for teaching teams with at least one member who will commit to sending snaps to @DePaulU at least **three (3)** times each day about their Chicago Quarter excursions. These Stories would be featured on the DePaul Snapchat account. *If you are willing to participate, please contact Maria Hench with your name, your Discover or Explore Chicago class, and your snap username.*

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?

Art Institute of Chicago: Free admission

The university is entering its fourth year as a participant in the Art Institute of Chicago's University Partner Program, which, upon presentation of a DePaul ID card, provides **free admission** to all DePaul students, faculty and staff.

If you are taking your Chicago Quarter class, you may contact Madeline Shearer at the Art Institute (312-443-3139, universitypartners@artic.edu) to have tickets pre-printed and available on arrival (two weeks' notice is required). If individuals are going to the museum independently, they should present their DePaul IDs at the AIC ticketing counter; tickets will be printed for same-day admission. Please note, however, that the Art Institute requires that backpacks be checked at a cost of \$1. You may charge this to the class budget by paying and then bringing in the receipt for reimbursement.

On Monday, July 16, 10 a.m.–noon, the Art Institute will host a **faculty orientation** that will provide an opportunity to learn about options for class visits and to look around their Chicago collections. For further information, please contact Doug Long.

The next **DePaul Night at the Art Institute** will take place on Thursday, September 27, 5:00-8:00 p.m., when once again a range of faculty will conduct tours of the collections.

During Family & Alumni weekend, there will be a **DePaul Day at the Art Institute**, Sunday, October 13, 10:00 a.m.–5:00 p.m., during which family and friends will be able to enter free with any ID-bearing student, staff or faculty; a table will be set up for this purpose at the entrance to the Modern Wing, 159 E. Monroe, between Michigan and Columbus.

To encourage even greater use of the world-class resources of the AIC, the LAS Dean’s office is pleased to announce the DePaul LAS/Art Institute of Chicago Innovation in Teaching Award. This award recognizes innovative pedagogical uses of the Art Institute and its collections. To be eligible, the course must be taught in Autumn 2018 and must make use of the Art Institute of Chicago in its content and/or assignments. All faculty teaching at DePaul are welcome to apply.

What to submit:

1. Course Syllabus
2. Copies of AIC-related assignment(s)
3. 250-word description of the significance and creativity of use of the Art Institute

These materials should be submitted to Margaret Storey mstorey@depaul.edu and Joanna Gardner-Huggett jgardner@depaul.edu. Announcement of awards: before Monday, December 5, 2018

Kudos to the 2017 winners:

- ◆ **Heather Easley** (Sociology, LAS) for “the creative way you managed to incorporate the Art Institute into your Discover Chicago class, ‘**Printed Works in Chicago, Past and Present.**’ We particularly liked how your project, kicked off by a viewing of Cauleen Smith’s “Human 3.0 Reading List 2015-2016,” cleverly wove together books, artistic expression, curatorial considerations, and personal reflections. We trust that your students were able to truly appreciate the lesson that (in your own words) ‘these important books... have helped shape us into the people we are.’”
- ◆ **Lin Batsheva Kahn** (The Theatre School) for “the dynamic assignment in your Explore Chicago class, ‘**Chicago Dancing,**’ for which the class learned about Marc Chagall’s *American Windows* and its inspirational role in Hubbard Street Dance choreographer Alejandro Cerrudo’s 2012 *One Thousand Pieces*. We loved that your students were not only able to observe Chagall’s striking glasswork with their fresh eyes and through writing, but also the fact that two of them created movement in that very space.”
- ◆ **Jim Scheidhauer** (Physics, CSH) for “the creative assignment in your Discover Chicago class, ‘**Chicago in Sound,**’ which had students look at Gustave Caillebotte’s *Paris Street; Rainy Day* to consider the famous work both in terms of a particular moment in time (1877) and in relationship to the concept of anonymity. We are glad to think, as well, that students can look at historical representations of other places and still use such resources to make sense of the sights and sounds in our own great city of Chicago.”

DePaul Art Museum

In order to accommodate class visits during Immersion Week the DePaul Art Museum will open its fall shows on August 27. Fall shows will include:

- ◆ A solo exhibition of work by mid-century new-Bauhaus photographer Yasuhiro Ishimoto that examines architecture the changing demographics of postwar neighborhoods in Chicago; and
- ◆ A solo show by Chicago-based artist Brendan Fernandes, whose exhibition of photographs, sculptures, neons, video and text, complemented by works from the museum’s collection of African objects, explores museum collections, notions of authenticity, and post-colonial histories.

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](#) and the museum resource guide [Teaching with DPAM](#). For information about current and upcoming exhibitions, as well as to browse the collection online, visit: museums.depaul.edu.

Sounds of the City

The School of Music will be hosting, in their new building, a symposium on world music in Chicago:

Sounds of the City: A Symposium on Music Making in Chicago’s Neighborhoods
 Wednesday, Nov. 7, 11:00 a.m. – 4:00 p.m.
 Holtschneider Performance Center

If Chicago is a global city, what are the city’s global sounds? How do factors such as community institutions, gentrification, migration, and public policy shape neighborhood music scenes? Join city leaders, community members, ethnographers, and performers for discussions, round tables, and performances that will invite us to listen more carefully to the sound Chicago’s neighborhoods. This symposium takes place as part of the celebration of the opening of Holtschneider Performance Center. For more information, please contact Kate Brucher (kbrucher@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.

On Tuesday, July 24, 10 a.m.–noon, the museum will host a **faculty orientation** tailored to use of the museum and its resources for Chicago Quarter classes. For further information, please contact Doug Long.

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 “I” for Immersion Week. We recommend that you use the D2L site that has been activated and *not* activate the second “I” 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.
- ◆ **FITS** (Faculty Instructional Technology Services) provides one-on-one technology support, workshops, etc. for all of the above: offices.depaul.edu/fits.

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

The Division of Student Affairs website has extensive information for faculty and staff about 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.

Sample syllabi

To request a sample syllabus, please email Doug Long.

COURSE LOGISTICS

Budget & reimbursements

How much money do I have in my budget? **More than last year!**

- ◆ The total class budget for **Discover Chicago** is \$850.
- ◆ The total class budget for **Explore Chicago** is \$500.

- ◆ **You may not collect class fees.**
- ◆ 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 **Tuesday, November 20 — 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 Brent Nunn (bnunn@depaul.edu) **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 Brent Nunn 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, tour, etc.?

- ◆ To pay for such a service, please provide to Brent Nunn 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 on file 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 (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: Parking and cab rides will not be reimbursed without prior approval.

How do I make a budget transfer?

- ◆ Please contact Brent Nunn (bnunn@depaul.edu) or Jenn Tatum (jtatum3@depaul.edu).

How do I use my ProCard for class purchases?

- ◆ Send us copies of your itemized ProCard receipts 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).
- ◆ 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 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. (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 > STAFF/FACULTY HOMEPAGE > MY HR > DIRECT DEPOSIT (in the MYPAYROLL column)
- ◆ 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

to 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.

Brownstone’s Café in the Lincoln Park Student Center will open for breakfast at **7:30 a.m. during Immersion Week**, and at **7:00 a.m. on New Student Service Day**.

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

Immersion Week

To each Discover Chicago class the Office of the First-Year Program assigns a Lincoln Park classroom for that class's exclusive use during Immersion Week. It is in this classroom that your class will meet on the first morning of Immersion Week. The location of your Immersion Week classroom is now listed in campusconnect. (If you would like the use of a *Loop* classroom during Immersion Week, please email Jenn Tatum (jtatum3@depaul.edu). However, the FYP does not assign Autumn Quarter classroom space, beyond simply specifying the campus.

Autumn Quarter

Requests for a specific Autumn Quarter 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 early July inviting faculty to convey their 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 at:

offices.depaul.edu/oaa/academic-leadership-resources/space

(To reserve a space in the library, use the library's own scheduling system: libcal.depaul.edu.)

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 merely reflects students who have already 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 23-24.
- ◆ The final Premiere DePaul session for Explore students is PD 13, August 29-30.

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 Brent Nunn.

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** (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
Academic Advising Support	oaas.depaul.edu
Alumni Sharing Knowledge	ask.depaul.edu
Art Institute of Chicago	www.artic.edu
BlueStar	teachingcommons.depaul.edu/technology/bluestar.html
Chartwell's	depaul.catertrax.com
Center for Students with Disabilities	go.depaul.edu/csd

Chicago History Museum	www.chicagohistory.org/formdepaul
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
	Jennifer Tatum , Program Manager ♦ General FYP information; Immersion Week and excursion logistics; reimbursements; CHM workshop registration; catering; syllabi & Immersion Week schedules	2312 N. Clifton, Munroe 129 jtatum3@depaul.edu 773-325-7439
Office of New Student & Family Engagement Tom Menchhofer , Director ♦ Common Hour curriculum; CQM & Staff Professional recruitment, training and development	Lincoln Park Student Center 304 tmenchho@depaul.edu 773-325-2473	

Public Safety	773-325-7777 (LPC) 312-362-8400 (Loop)
First-Year Writing Program Until June 30: Julie Bokser , Director From July 1: Erin Workman , Director ♦ Administration of all First-Year Writing courses (WRD 102/103/104)	SAC 358 jbokser@depaul.edu 773-325-4821 eworkma1@depaul.edu 773-325-2486
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
Honors Program Martha Martinez-Firestone , Director ♦ Administration, faculty recruitment for HON 110/111	990 W. Fullerton, Suite 1300 mmarti75@depaul.edu 773-325-4137 773-325-7302
University Ministry Katie Sullivan , Coordinator for Service Days ♦ Planning for New Student Service Day	Lincoln Park Student Center 311 serviceday@depaul.edu ksulli47@depaul.edu 773-325-4490
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
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
Center for Students with Disabilities Greg Moorehead , Director ♦ Accommodations, support services	csd@depaul.edu 773-325-1677, 312-362-8002 gmoorehc@depaul.edu 312-362-8545
University Marketing Communications Maria Hench , Content Editor & Producer ♦ Social media initiative	DePaul Center mhench@depaul.edu 312-362-8668

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 ASK & 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 , Office manager ◆ Loop office space	Lewis 1630 emoral11@depaul.edu 312-362-8882

Appendix IV: Honors Learning Outcomes

The *following* text should appear on every **HON 110** and **HON 111** syllabus; topic-specific goals, outcomes and objectives may, of course, be added. (These Honors learning outcomes replace the regular Chicago Quarter learning outcomes.)

Honors students who successfully complete HON 110 or 111 will be able to:

- Demonstrate an understanding of the nature of urban life in a global city as a hybrid creation of different peoples and cultures.
- Analyze and integrate the academic content of the course with their experiences engaging in the city.
- Demonstrate knowledge of ways to use Chicago’s resources to enrich their university experience.
- Articulate the connection between course content and issues of diversity, social responsibility, human dignity, and urban sustainability.
- Demonstrate awareness of strategies and university resources needed to achieve academic success and personal goals.

- Describe some aspects of how Chicago participates in global flows of peoples, money, talent, information, ideas, and diverse expressions of culture.
- Demonstrate improved skills in critical inquiry.

Appendix V: **The Off-Season**

November	Identify potential future CQMs. Nominations for <i>new</i> CQMs will be solicited this month.
	Send in your nominations for the CQ teaching team awards.
December	<p>Deadline for proposing <u>new</u> course topics = December 15</p> <ul style="list-style-type: none"> ◆ Click for information on the FYP website ◆ Click for the LSP online proposal form
January	Nominations for new CQMs due.
	Inform your chair, program director or supervisor that you wish to teach in the Chicago Quarter again.
	<i>Returning</i> Staff Professional and CQM processes begin for next Fall. If you want to continue working with members of your team, follow up to ensure they've communicated their intent to return.
February	<i>New</i> Staff Professional recruitment takes place. If you have a staff member in mind for your course in the Fall, encourage him or her to contact NSFE to apply.
March	Email any revised course titles and updated course descriptions to Mike Edwards .
End of March	Course descriptions are posted online.
Early April	Expect final confirmation of your teaching schedule either from your department or from the FYP.
	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.)
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.
	Chicago Quarter Best Practices Conference takes place.