

Chicago Quarter 2020

FACULTY HANDBOOK

Note: This handbook, FAQs, and other information about Chicago Quarter 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, since 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.

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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?

- ◆ Because of the COVID-19 pandemic, all Autumn 2020 Chicago Quarter classes will be taught online, in one of the following three modes: (For the university's descriptions of these modes, please click [here](#).)
 - Online: Synchronous
 - Online: Hybrid
 - Online: Asynchronous
- ◆ Because the classes are online this fall, two of the most frequently used technologies will be D2L and Zoom.
 - For training in using Zoom, visit [this page](#) in the Teaching Commons.
 - You should set up the Zoom link for your class and share that link with your students and teaching team in advance of the first session.
 - Include the Staff Professional and Chicago Quarter Mentor as Zoom hosts when you set up the link so they can use it to lead Common Hour.
 - For training in using D2L (Desire2Learn), visit [this page](#) in the Teaching Commons.
- ◆ Visit go.depaul.edu/return for guidance on the partial re-opening of campus. This link includes sub-sections on Health & Safety Practices, Return to Residence Halls, Health & Wellness Resources, and COVID-19 Updates.
- ◆ Please include DePaul's COVID Social Distance and Mask Policy in your syllabus:
 - Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty, and staff are expected to wear a cloth face covering at all times while on campus, both inside buildings and outside on the grounds. All are also expected to maintain physical distance (at least six feet) in all DePaul spaces (include classrooms, meeting rooms, hallways, rest rooms, offices, and outdoor spaces). These recommendations may change as local, state, and federal guidelines evolve. Students who have a medical reason for not complying should register with DePaul's Center for Students with Disabilities (CSD).
- ◆ COVID-19-Related Guidelines
 - If a student or member of the teaching team tests positive for COVID-19 during the quarter, it should be reported immediately. All DePaul instructors are mandatory reporters. [This link](#) takes you to the Protocol for Reporting Confirmed Cases of COVID-19.
 - If you have an office on campus, only one person may be in there at a time. You may not have a conference with a student in a standard office.

- You will need to download the #CampusClear app in advance of coming to campus. You will need to show a completed app result for that day before entering campus buildings. For instructions and a link to the app, visit the [Health Monitoring webpage](#).
- ◆ In April, the university made the decision to cancel Immersion Week due to COVID-19. Because of that, Discover classes will meet the full 10 weeks of Autumn Quarter instead of just the first seven. All Chicago Quarter classes will begin on or after Wednesday, Sept. 9.
- ◆ Explore Chicago instructors:
 - We recommend that anyone teaching once-a-week classes with a Zoom component avoid single synchronous sessions longer than 3 hours. We also recommend building in time for breaks – for stretching, cameras off, etc.
 - Be sure to allow enough time for Common Hour.
- ◆ Due to the COVID-19 pandemic, there will be no Blue Demon Welcome this year.
- ◆ Please list the New Chicago Quarter Learning Outcomes and Writing Expectations in your syllabus. See [p. 7](#).
- ◆ Chicago Quarter Service Day, which replaces New Student Service Day, will take place online on Friday, Oct. 9, [p. 13](#).
- ◆ Instead of the annual Pre-Immersion Week and Great Starts meetings, Chicago Quarter teaching teams should attend one of the following on **Wednesday, Sept 2**
 - 10 a.m.-noon
 - 3-5 p.m
- ◆ The Lincoln Park DePaul Bookstore has re-opened and the current plan is that it will be open for in-store book purchase and rentals this fall. While the bookstore is open, they strongly recommend that students order books on the website. Faculty can submit adoptions via [facultyenlight.com](#). You may submit orders as a guest; creating an account is not required. You may also adopt books via email, for Lincoln Park (to Sam Signorelli, ssignore@depaul.edu) or the Loop (bookstores@depaul.edu). Ordering by the end of July will ensure that copies are available when classes begin in September.
- ◆ Because we won't be traveling with the classes on public transportation this fall, please consider including CTA navigation in an existing or a new project. Learning that will be beneficial to the students during the rest of their years at DePaul.

Important dates

Friday, June 5 9 AM – 1:30 PM	Chicago Quarter Best Practices Conference	Zoom
Wednesday, July 15 10:30 AM – Noon	Faculty Chat	Zoom

Thursday, July 16 3 – 4 PM	Q&A session for CQ faculty teaching F2F this fall	Zoom
Friday, July 17 1 – 2 PM	Q&A session for CQ faculty teaching online this fall	Zoom
Thursday, July 23 1:30 – 2:30 PM	Student Mental Health Panel	Zoom
Friday, July 31	Welcome Email forms due (see p. 11). To be completed by all teaching team members.	Complete form here .
Friday, Aug. 7 10:30 AM – Noon	Faculty Chat	Zoom
Wednesday, Sept. 2 10 AM - NOON 3-5 PM	Pre-Quarter meetings	Zoom
Wednesday, Sept. 9	First day of Autumn Quarter classes	
Wednesday, Sept. 30 10:30 AM – Noon	Chicago Quarter Faculty Chat	Zoom
Friday, Oct. 9	Chicago Quarter Service Day	Remotely this year
Friday, Oct. 23 10:30 AM – Noon	Chicago Quarter Faculty Chat	Zoom
November 2020	Chicago Quarter reception	LPC: TBD
Tuesday, Nov. 24	All Autumn Quarter reimbursements are due to Financial Affairs within 60 days of service/purchase, but no later than Nov. 24, the Tuesday before Thanksgiving. (see pp. 19-21)	
Thursday, Dec. 3	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 are offered in winter and spring to accommodate transfer students, et al.; but Discover Chicago is offered only in the Autumn Quarter.)

A word to faculty 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 2020 is a 10-week course built on the principle of experiential learning. ◆ All sections are online during Autumn 2020. 	<ul style="list-style-type: none"> ◆ Explore Chicago is a 10-week course built on the principle of experiential learning. ◆ All sections are online during Autumn 2020.
<ul style="list-style-type: none"> ◆ Each section normally features several excursions during which students, led by the teaching team, explore the city in relation to the course topic. ◆ Discover classes are normally limited to 22 students per course, but in 2020 may be subject to over-enrollment. ◆ Class meets 2.5 hours per week, including Common Hour, plus asynchronous activity. 	<ul style="list-style-type: none"> ◆ Each section normally features at least three field excursions during which students, led by the teaching team, explore the city in relation to the course topic. ◆ Classes are limited to 28 students per course. ◆ Explore classes are standardly scheduled for four hours per week, including Common Hour. ◆ Meeting on Zoom for three hours in a single session should be viewed as an upper limit.

Chicago Quarter Learning Outcomes (Liberal Studies Council, 5/13/2019; Faculty Council, 10/2/2019).

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

1. integrate, in writing, the academic content with student experiences engaging with Chicago;
2. articulate the connection between course content and DePaul University's mission; and
3. use Chicago resources in their coursework.

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 Writing Requirements (Liberal Studies Council, 5/13/2019; Faculty Council, 10/2/2019)

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 are required to write at least twelve (12) pages.
2. Formal writing assignments should comprise a minimum of seven (7) pages and require students to integrate the academic content with their experiences engaging with Chicago. These assignments, for example, may ask students to apply critical concepts to analyze texts or arguments related to the academic content or DePaul's mission.
3. Writing assignments should be divided between at least two different types, e.g., journal or reflective writing, group projects, site visit reports, reading-based written responses, etc.
4. At least one (1) writing assignment (formal or informal) should require students to identify and use Chicago resources.

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.

Staff Professional and Chicago Quarter Mentor (CQM) position descriptions

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 instructors lead the academic component of the course focusing on a specific-Chicago related topic. Staff Professionals and Chicago Quarter Mentors plan and deliver the Common Hour component of the Chicago Quarter course. Additionally, Staff Professionals provide Chicago Quarter Mentors with ongoing guidance and 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

- 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.

The Common Hour modules are currently being adapted for online classes.

Meanwhile, all inquiries about CQMs and staff professionals should be directed to Yasmeen Nanlawala, Assoc. Director of the Office of New Student & Family Engagement (Lincoln Park Student Center, Suite 304; ynanlawala@depaul.edu; 773-325-2273). In addition to overseeing Common Hour, NSFE is responsible for recruiting, selecting, training, assigning and supervising CQMs 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. There will be time set aside for teaching team meetings at the Best Practices conference on June 5.
- ◆ 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.
- ◆ By Friday, July 31, team members should complete the Welcome Email form.
- ◆ Over the summer teams should stay in contact, and ideally continue to meet, in order to coordinate curricular and co-curricular activities and either produce a unified syllabus or coordinate the academic and Common Hour syllabi.
- ◆ Pre-Quarter Chicago Quarter Meetings: Wednesday, Sept. 2

- 10 a.m.-noon
 - 3-5 p.m
 - All Discover and Explore teaching team members are expected to attend these events (on Zoom this year), the final CQ organizational meetings before the start of classes, at which various details are discussed and last-minute information is provided.
- ◆ During Autumn Quarter, faculty should be prepared to join the weekly meetings between CQM and staff professional as needed.

The Welcome Email (due July 31)

Starting in Autumn Quarter 2020, the Welcome Letters will be written by the offices of the First-Year Program and New Student and Family Engagement. Instructors, Staff Pros & CQMs will complete forms in which they supply their contact information and a short welcome and bio. The instructors will also provide a short description of the class, identifying any special requirements and excursions scheduled outside regular contact hours. The letters will be emailed in August.

The form can be found [here](#).

Contact Hours & Finals week

Discover Chicago

Classes meet during the 10 weeks of Autumn Quarter, including Finals Week. You will meet for 2.5 hours per week (including Common Hour), plus some asynchronous class modules. (Most instructors schedule a 2 hour-40 minute session in order to build in a 10-minute break.)

Explore Chicago

The meeting times for Explore Chicago classes have typically not changed (listed as four hours per week), although the modes of many sections have changed during the spring and summer and meeting times may be adjusted. Please contact [Mike Edwards](#) regarding adjustments.

Excursions: Planning & Safety

- ◆ Because all Chicago Quarter classes were designated online as of Aug. 12, there will be no formal in-person excursions in Chicago Quarter during Autumn 2020.
- ◆ If you come to campus:
 - [DePaul's guidelines](#) require physical distancing of 6 feet be maintained at all times.
 - Masks must be worn at all times.
- ◆ The “Chicago Quarter Teaching Teams” D2L page includes links to several virtual excursions and it is expected that instructors will research online alternatives to in-person excursions for Autumn 2020 classes.
- ◆ Possible alternatives to in-person excursions:
 - Virtual excursion or guest speakers via videoconference with personnel at the site
 - Access asynchronous online content from the site/organization

- Live synchronous events with the site/organization
- Virtual service work (perhaps can be completed asynchronously)
- Online scavenger hunt, or directed research related to the site/organization
 - This could include navigating the CTA system online.
- Additional online content is being produced by several Chicago Quarter instructors which will be shared with all CQ instructors.
- The Teaching Commons highlights many apps [here](#) that allow for mobile learning, which may be especially useful during Autumn 2020. GooseChase, in particular, guides students in individual in-person excursions to destinations.

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

Chicago Quarter Service Day (Friday, October 9, 2020)

Replacing New Student Service Day (which was only available to Discover Chicago classes), Chicago Quarter Service Day (CQSD) will be a collective day of remote service options available to both Discover and Explore Chicago classes. CQSD is an optional activity for Chicago Quarter courses. (In the past, New Student Service Day was required of Discover Chicago classes.)

CQSD will introduce Discover and Explore Chicago students to the DePaul and Vincentian tradition of service. Possible areas of service include correspondence and online skill sharing. Mission & Ministry will provide pre-service Vincentian mission send-off & post-service reflection resources for all classes participating.

Remote service can be done:

- Asynchronously, with students completing 1-2 hours of service at their convenience on 10/9/20.
- Synchronously, with teaching teams coordinating a time for their class to participate as a group together via Zoom or other platforms

Options for planning the service project:

- The Division of Mission & Ministry could coordinate the service project.
- Faculty/teaching team can research, prepare & implement their own remote service project.

To participate:

- Complete this [survey](#) by Friday, Sept. 4.
- The first 65 courses that sign up are ensured 10/9 service placement support from the Division of Mission & Ministry.

For more information, email serviceday@depaul.edu.

Center for Students with Disabilities

If you have a student in your Chicago Quarter class that has shared that they have a disability, here are some recommendations from the Center for Students with Disabilities:

- ◆ Even with classes online, the CSD continues to provide accommodations and services for students.
- ◆ During Fall Quarter 2020, the most efficient way to contact the CSD office is by email or by phone (contact information below). Students may also access staff via virtual office, the link for which can be found on the CSD webpage <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx>
- ◆ 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 for an accommodation until the class begins. The best practice here is to talk with Gregory Moorehead or someone else from CSD (before the quarter begins, if possible) to discuss accommodations.

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: Gregory 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 can also email the office at csd@depaul.edu.

University Center for Writing-based Learning (UCWbL)

The University Center for Writing-based Learning is a resource for DePaul students, faculty, and staff. The UCWbL offers several services to support the growth of writers and the development of writing skills and processes.

These services are available remotely.

We invite you to utilize UCWbL services in several ways:

- Encourage your students to [make an appointment](#) with the Writing Center. Through the Writing Center, peer writing tutors assist *all* writers interested in improving their writing. Their tutors are undergraduate and graduate students across disciplines who collaborate with writers to plan, draft, revise, or polish their work. UCWbL offers synchronous and asynchronous [appointment options](#).
 - **Note:** Your students can indicate on their appointment form if they would like you as their instructor to receive a copy of their appointment letter.

- [Request](#) an online writing workshop module for your class on a range of writing topics.
- [Request](#) a Writing Fellows cohort for your course. Each cohort works with the course instructor and students to encourage revision in the writing process for class assignments. Please keep in mind that Writing Fellows availability is limited.
- Invite your students to [join Writers Guild](#), the UCWbL's writing group for creative writers.

Contact the UCWbL:

- condor.depaul.edu/writing – One of the features of this site is that you or a student can chat with a Tutor from the bottom right corner of the website.
- wcenter@depaul.edu
- Lincoln Park: 2320 N. Kenmore Ave., SAC 212, 773-325-4272
- Loop: 25 E. Jackson Blvd., Suite 1600, 312-362-6728

Community-based Service Learning (CbSL)

For those who wish to incorporate CbSL into their classes – either Discover or Explore – over and above participation in Chicago Quarter Service Day, the Steans Center welcomes the opportunity to collaborate with you on course design, community partnerships and integration of the [Online Community Engagement \(OCE\) Resource Guide and Live Event series](#). The OCE supports remote opportunities for your course and for students to learn from, dialogue with and take action alongside community partners involved in the social justice issues of our times. For a preview of OCE-Live, [register here](#) for our Summer 2020 series.

For course consultation, please contact Helen Damon-Moore, Associate Director, at hdamonmo@depaul.edu or 312-576-3101 mobile.

For community partner consultation or OCE integration, please contact Rubén Álvarez Silva, Associate Director, at rsilvaal@depaul.edu or 312-451-1393 mobile.

Please note that it is essential to identify any service requirements in the Welcome Email 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 compass 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, 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.

These are automatically emailed to students during weeks 9-10. The OTEs will be online during the window Nov. 4-17.

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

COURSE RESOURCES

D2L Chicago Quarter Teaching Teams Site

The D2L Chicago Quarter Teaching Teams website is a primary means of communication about Chicago Quarter updates and resources. To find it, click on the "Find a class" grid at the top of your D2L page and scroll until you locate it. It is recommended that you pin it for easy reference later. In the Content section, you will find tabs for Best Practices materials, online Chicago resources, Common Hour resources, etc.

2020 contents include recordings and materials from the Best Practices conference and online contents that can be used in online classes or asynchronous portions of classes, from Chicago organizations including the Art Institute of Chicago, Chicago History Museum, DePaul Art Museum, Illinois Holocaust Museum, Museum of Contemporary Art, Pilsen Mural Tour, and WTTW (several Chicago tour videos).

In addition, the First-Year Program and Chicago Quarter Committee are commissioning several online modules which can be used by any Chicago Quarter class. More to come on this.

Social media initiative

Because of the adjustments to Chicago Quarter this year, both Discover Chicago and Explore Chicago can use the hashtag #DPUChicagoQuarter and/or the tag @depaulu on Twitter and Instagram.

Contacts for the social media initiative are: Maria Hench (mhench@depaul.edu; 312-362-8668) and Nathaniel Grills (ngrills@depaul.edu; 312-362-6163).

Art Institute of Chicago (Free Admission)

The Art Institute of Chicago has re-opened with safety measures in place, outlined [here](#). In addition, the Art Institute has some virtual museum experiences available on their [website](#).

The university is entering its sixth 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.

DePaul Art Museum (Free Admission)

Due to the COVID-19 pandemic, the DePaul Art Museum is currently closed. We will keep you updated as to whether it will open for the fall and what the restrictions might be. In the meantime, a DPAM menu of virtual class and group visit options can be found [here](#).

The planned exhibition for this fall is [LATINXAMERICAN](#).

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.

Anyone interested in connecting with DPAM regarding your Chicago Quarter class should contact Madeline Rosemurgy at madeline.rosemurgy@depaul.edu.

Chicago History Museum (Free membership)

The Chicago History Museum and the Research Center has re-opened. Due to COVID-19 regulations, the museum is limited to 275 people at a time. Visitors are required to wear masks at all times and maintain 6 feet of space between themselves and other visitors. The CHM has virtual museum experiences available on their [website](#).

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 seventh year. To schedule a class visit, please go to: chicagohistory.org/formdepaul.

The CHM contact person for class visits is Joshua 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 (Free Admission)

Due to the COVID-19 pandemic, the Peggy Notebaert Nature Museum is currently closed. We will keep you updated as to whether it will open for the fall and what the restrictions might be. In the meantime, DPAM has some virtual museum experiences available on their [website](#).

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.
- ◆ **Zoom** is the primary platform for synchronous online communication: <https://offices.depaul.edu/information-services/services/av-design-consulting/Pages/Zoom.aspx>
- ◆ **Digication** provides tools for digital or e-portfolios: depaul.digication.com.
- ◆ **CTL** (Center for Teaching and Learning) provides one-on-one technology support, workshops, etc. for instructional technology. More information can be found [here](#).

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 Johnny LaSalle, Associate Director (jlalalle@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 at dlong@depaul.edu.

COURSE LOGISTICS

Budget & Reimbursements

How much money do I have in my budget?

- ◆ Given that few class excursions into the city will take place during Autumn 2020, we ask that you be sparing with class budgets. Discover Chicago instructors, we ask that you stay within \$500 if possible.
- ◆ 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, Nov. 24 — 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.

How do I pay for class expenditures?

- ◆ To pay for a class expenditure, please email LASF@depaul.edu. Include:
 - An **invoice** from the payee 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** for a service (a tour, etc.), 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

How do I get reimbursed for a class expenditure?

If you pay for a class expenditure and need to be reimbursed...

- ◆ All reimbursements are processed directly by Financial Affairs (and not by the Office of the First-Year Program). The contact person there is Michelle Anderson, mandel137@depaul.edu. All questions, payments, and reimbursements can be sent to LASF@depaul.edu.
- ◆ To request a reimbursement please email the following information to LASF@depaul.edu:
 - Name of the individual to be reimbursed

- Course title; course number and section (e.g., LSP 111-302); and course enrollment
- Home address and EmplID of the individual to be reimbursed
- Documentation (original or scanned) of goods received and scanned receipt showing proof of payment
 - When payment is by credit card, an **itemized bill or invoice** and a **credit-card receipt** are required.
 - When payment is in cash, a **receipt** clearly indicating payment made is required.
- Date of service
- A brief description of the business purpose
- The amount to be reimbursed

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: Parking and cab or ride-share expenses will not be reimbursed without prior approval (except in the case of an accessibility issue or a student emergency; see [p. 14](#)).

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.

How do I pay an honorarium to a guest speaker?

To pay a guest speaker via honorarium please:

1. Fill out Sections 1 & 2 of the [Honorarium Agreement](#). (This is instead of the Vendor Information [Substitute W-9] Form.)
 - a. For an international guest, use the [International Honorarium Agreement form](#).
2. Send the Honorarium Agreement to the speaker, who should complete the following sections:
 - a. Personal information at top (name, address of individual or group to be paid).
 - b. Check one of the choices in Section 4.
 - c. If the speaker is a U.S. citizen, complete section 7 and sign. (This is in lieu of a W-9

form.)

- i. If the guest is international and a “non-citizen for tax purposes,” they do not need to complete Section 7 of the Honorarium Agreement. Instead, they should complete the W8BEN (international tax information) form, available at <http://financialaffairs.depaul.edu/forms/forms-ap.html> (click [Forms for Use by External Vendors or Service Providers](#)).
3. Send the completed form to Brent Nunn at bnunn@depaul.edu. He will submit the Honorarium Agreement to LAS for approval and will forward it to LASFS.
4. If the speaker would prefer direct deposit to a check, have them complete this [form](#), which you should forward to Brent Nunn.
5. NOTE: DePaul faculty and staff cannot be paid honoraria for Chicago Quarter classes.

Registration & Enrollment

The First-Year Program formally enrolls students in their Chicago Quarter classes in Campus Connect when the students attend Premiere DePaul (a.k.a. orientation). However, they choose their CQ classes starting in the previous spring via another program, Slate. Therefore, if you’re wondering how many students are enrolled in your class during the summer, Campus Connect will not be an accurate gauge. Your class roster will be complete the day after the final Premiere session:

- ◆ The final Premiere DePaul session for Discover and Explore students is PD 14, Sept. 3-4.

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 students contact you about trying to get into your class when it is closed, please direct them to firstyr@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** (2018)

1. Mastery of content
2. Intellectual and creative skills
3. Personal and social responsibility
4. Intercultural and global understanding
5. Integration of learning
6. Preparation for career and beyond



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/Documents/LSP LOs 2018.pdf](https://academics.depaul.edu/liberal-studies/Documents/LSP_LOs_2018.pdf)

Appendix II: Important Websites

Chicago Quarter	go.depaul.edu/chicagoquarter
First-Year Program	go.depaul.edu/fyp
Course descriptions	https://academics.depaul.edu/liberal-studies/first-year-program/course-descriptions/Pages/default.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	https://resources.depaul.edu/teaching-commons/teaching-guides/technology/Pages/bluestar.aspx
Chartwells	depaul.catertrax.com
Center for Students with Disabilities	go.depaul.edu/csd
Center for Teaching and Learning	https://offices.depaul.edu/center-teaching-learning/Pages/default.aspx
Chicago History Museum (form for group visits)	www.chicagohistory.org/formdepaul
Classroom & Building Space	https://offices.depaul.edu/academic-affairs/leadership-resources/space/Pages/default.aspx
D2L login page	d2l.depaul.edu
DePaul Art Museum	museums.depaul.edu
Digication/E-Portfolios	depaul.digication.com
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

 	773.325.7573	firstyr@depaul.edu
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	<p>Douglas Long, Director</p> <ul style="list-style-type: none"> ◆ Recruiting; proposals for and oversight of Chicago Quarter courses and Focal Point Seminars; online teaching evaluations; contingent faculty payroll 	2312 N. Clifton, Munroe 122 dlong@depaul.edu 773-325-4569
	<p>Brent Nunn, Asst. Director for Student Administration</p> <ul style="list-style-type: none"> ◆ Class budget; logistical assistance; contingent faculty payroll; CQ student enrollment 	2312 N. Clifton, Munroe 121 bnunn@depaul.edu 773-325-7188
	<p>Jennifer Tatum, Program Manager</p> <ul style="list-style-type: none"> ◆ General FYP information; FYP website; contingent faculty payroll; excursion logistics; catering; & syllabi 	2312 N. Clifton, Munroe 129 jtatum3@depaul.edu 773-325-7439
Liberal Studies Program	<p>Michael Edwards, Associate Director for Liberal Studies Initiatives</p> <ul style="list-style-type: none"> ◆ Scheduling of Chicago Quarter courses and Focal Point Seminars; oversight of student registration 	2312 N. Clifton, Munroe 120 medward4@depaul.edu 773-325-1187
Office of New Student & Family Engagement	<p>Yasmeen Nanlawala, Associate Director</p> <ul style="list-style-type: none"> ◆ Common Hour curriculum; CQM & Staff Professional recruitment, training and development 	Lincoln Park Student Center 304 ynanlawa@depaul.edu 773-325-2273
Public Safety		773-325-7777 (LPC) 312-362-8400 (Loop)
Financial Affairs	<p>Katelyn Ó Murchadha</p> <p>Michelle Anderson</p> <ul style="list-style-type: none"> ◆ Reimbursements, voucher requests, honorarium payments, ProCard payments & budget transfers 	55 E. Jackson, 19th floor LASF@depaul.edu k.o.murchadha@depaul.edu 312-362-1276 mande137@depaul.edu
First-Year Writing Program	<p>Erin Workman, Director</p> <ul style="list-style-type: none"> ◆ Administration of all First-Year Writing courses (WRD 102/103/104) 	SAC 366 eworkma1@depaul.edu 773-325-2486
Quantitative Reasoning Program	<p>David Jabon, Director</p> <p>Ozlem Elgun Tillman, Assoc. Director</p> <ul style="list-style-type: none"> ◆ Administration of all QRTL courses (LSP 120/121) 	SAC 286 djabon@depaul.edu 773-325-7248 oeelgun@depaul.edu 773-325-4663
Honors Program	<p>Jennifer Conary, Director</p> <ul style="list-style-type: none"> ◆ Administration, faculty recruitment for HON 110/111 	990 W. Fullerton, Suite 1300 jennifer.conary@depaul.edu 773-325-4640

Ministry & Mission Katie Sullivan , Ministry Coordinator Planning for Chicago Quarter Service Day	Lincoln Park Student Center 311 serviceday@depaul.edu ksulli47@depaul.edu 773-325-4490
Steans Center Helen Damon-Moore , Associate Director Rubén Álvarez Silva , Asst. Director for Academic Service Learning ♦ Service learning: course development, planning, supervision; community partners	2233 N. Kenmore hdamonmo@depaul.edu 312-576-3101 (mobile) rsilvaal@depaul.edu 312-451-1393 (mobile) 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 Gregory Moorehead , Director ♦ Accommodations, support services	csd@depaul.edu 773-325-1677, 312-362-8002 gmoorehe@depaul.edu 312-362-8545
University Marketing Communications Maria Hensch , Content Editor & Producer Nathaniel Grills , Content Producer ♦ Social media initiative	DePaul Center mhensch@depaul.edu 312-362-8668 ngrills@depaul.edu 312-362-6163
Art Institute of Chicago Madeline Shearer ♦ Class visits	111 S. Michigan Avenue universitypartners@artic.edu 312-443-3139
Chicago History Museum Joshua 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) Johnny LaSalle , Assoc. Director ♦ Guest speakers, industry professionals, et al.	DePaul Center 9400 jlalalle@depaul.edu 312-362-8282
Classroom & Building Space Alex Schneider ♦ PC classroom & event scheduling	academicspace@depaul.edu aschne11@depaul.edu 312-362-7533

LAS office space, Loop campus Randy Honold , Asst. Dean of Academic Services ◆ Loop office space	LASLoopOffice@depaul.edu 773-325-4928
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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	Deadline for proposing <u>new</u> course topics = December 15 ◆ 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 them 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 select 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 Campus Connect 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 request your own teaching team.
Late May	Teaching teams are finalized.
Early June	Chicago Quarter Best Practices Conference takes place.