

Chicago Quarter 2021

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.

Table of Contents (Click on sub-headings to go to section)

	What's new?	3
	Important dates	4
ABOUT THE	What is the Chicago Quarter?	5
CHICAGO	What distinguishes <i>Discover</i> Chicago from <i>Explore</i> ?.....	6
QUARTER	Common Hour.....	8
	Teaching team timeline	9
	The Welcome Email (due July 30).....	10
	Contact Hours & Finals Week.....	10
COURSE	Excursions: Planning & Safety.....	11
PREPARATION	Returning to Campus	13
	Online Explore Chicago Classes.....	13
	Center for Students with Disabilities	14
	Advising & Academic Success	16
	BlueStar.....	16
	Online Teaching Evaluations	17
	D2L Chicago Quarter Teaching Teams Site	17
	Social media initiative	17
	Art Institute of Chicago (Free Admission).....	17
	DePaul Art Museum (Free Admission)	18
	Chicago History Museum (Free membership).....	18
	Peggy Notebaert Nature Museum (Free Admission)	19
COURSE	Chicago Research Summit (Friday, Oct. 15, 2021, online)	19
RESOURCES	Online Learning Tools	19
	Alumni Sharing Knowledge (ASK) network	19
	Student Affairs Resources.....	19
	Sample Syllabi	19
	Budget & Reimbursements.....	20
	Food.....	22
	Chartering a bus	23
	Loop office space.....	24
	Room requests & reservations	24
COURSE	Registration & Enrollment	24
LOGISTICS	Automatic email forwarding.....	25
	Appendix II: Important Websites	25
	Appendix III: Contact information.....	25
	Appendix IV: Honors Learning Outcomes	27
	Appendix V: The Off-Season	28

APPENDICES

Information specific to Discover Chicago highlighted in blue
Information specific to Explore Chicago highlighted in rose
New topics and information highlighted in light green

What's new?

- ◆ Most Chicago Quarter classes during Autumn 2021 will be taught in person.
 - Some of the Explore Chicago classes will again be taught online, in either hybrid or asynchronous mode. See section on Online Explore Chicago classes.
- ◆ The City of Chicago currently has an indoor mask mandate. You should check with all of your excursion contacts to see whether they will accept groups and, if so, what their mask, social distancing, and vaccination policies are. We recommend you check in frequently with them to see if anything has changed.
- ◆ Both the Lincoln Park and Loop branches of the DePaul Library will be back to normal operations this fall. They will phase up in stages during the summer and will be at full operations on Aug. 30, the first day of Immersion Week.
- ◆ The Blue Demon Welcome will resume this fall, but it will be part of Welcome Week and will not involve the Chicago Quarter classes.
- ◆ For updates on safety measures as we return to campus, please refer to go.depaul.edu/covid.
- ◆ COVID-19-Related Guidelines
 - DePaul students are required to be vaccinated, but some may receive exceptions for religious or health reasons. All unvaccinated persons are required to wear masks at all times.
 - All individuals on campus will be required to wear a face mask indoors. If a student refuses to wear a mask in class, you may call Public Safety (773-325-7777). They would ask the student to put the mask on; if they student refused, they would be removed.
 - 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.
 - Everyone is encouraged to stay home when sick, even when vaccinated.
 - If any of your excursion sites require proof of vaccination (be sure to ask), you can contact the Office of the Registrar at URSupport@depaul.edu to request information on any students in your class who received vaccine exemption for religious or health reasons. We recommend doing this sooner rather than later so you'll have time to get the information and plan for alternative activities.
- ◆ Chicago Quarter Service Day will be available for both Discover and Explore Chicago classes:
 - Discover Chicago: in-person service projects on Wednesday, Sept. 1, 9:30 a.m.-12:30 p.m., during Immersion Week

- Explore Chicago: online service projects during the week of October 4-8. This is a pilot year and the first 10 sections that apply will participate.
- ◆ DePaul's Lincoln Park & Loop Campus Bookstores are both currently open for in-store or online book purchases and rentals. Faculty can submit Course Material requests via the link on the Teaching Commons Website at <https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-materials.aspx>. You may also submit requests via email to bookstores@depaul.edu.

Important dates

Friday, June 4 9 a.m.-12:30 p.m.	Chicago Quarter Best Practices Conference	Zoom	
Tuesday, June 29 1-2 p.m.	Art Institute of Chicago Faculty Orientation	Zoom (contact Doug Long for link)	
Wednesday, July 21 10 a.m.-noon	Chicago History Museum Faculty Orientation	Chicago History Museum 1601 N. Clark Street Chicago, IL 60614	
Friday, July 31	Welcome Email forms due (see p. 11). To be completed by all teaching team members.	Complete form here .	
Wednesday, Aug. 25 10 a.m.-noon	Pre-Immersion Week Meeting for Discover Chicago Teaching Teams	SAC 154	
Friday, Aug. 27	Deadline to email Immersion Week schedule (including teaching team contact info) and Discover syllabus to firstyr@depaul.edu .		
Monday, Aug. 30	9 a.m.	Immersion Week begins.	LPC: Immersion Week rooms will be posted in August on campusconnect .
	TBA	Barbecue	Quad & St Vincent's Circle
Wednesday, Sept. 1, 9:30 a.m.-12:30 p.m.	Chicago Quarter Service Day for Discover Chicago		
Wednesday, Sept. 1 10 a.m.-noon	Great Starts Meeting for Explore Chicago Teaching Teams	SAC 154	

Wednesday, Sept. 8	First day of Autumn Quarter classes	
Tuesday, Sept. 14 10:30 AM – Noon	Chicago Quarter Faculty Chat	TBA
Oct. 4-8 online asynchronous	Chicago Quarter Service Day for Explore Chicago	
Friday, Oct. 15	Chicago Research Summit	Online
Friday, Oct. 29 10-11:30 a.m.	Chicago Quarter Faculty Chat	TBA
Tuesday, Oct. 26	End of seventh week of classes (end of regular classes for Discover Chicago)	
Wednesday, Oct. 27- Tuesday, Nov. 2	“Finals Week” for Discover Chicago classes. This week may be used for exams, presentations, submission of papers.	
Tuesday, Nov. 23	All Autumn Quarter reimbursements are due to Financial Affairs within 60 days of service/purchase, but no later than Nov. 23, the Tuesday before Thanksgiving. (see pp. 19-21)	
Thursday, Dec. 2	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 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. ◆ Classes may participate in Chicago Quarter Service Day on the Wednesday morning of Immersion Week. 	<ul style="list-style-type: none"> ◆ Explore Chicago is a 10-week course built 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. ◆ Classes are limited to 28 students per course. ◆ Class meets four hours per week, including Common Hour. ◆ Classes may participate in Chicago Quarter Service Day during a week in October. ◆ Some sections of Explore Chicago will be online. ◆ For online sections, 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 late May or early June, 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 4.
- ◆ 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. They can also discuss Chicago Quarter Service Day.
- ◆ By **Friday, July 30**, 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.

- ◆ On *Wednesday, Aug. 25*, **Discover** teaching teams should plan to attend the Pre-Immersion Week Meeting, Discover Chicago’s final organizational meeting before Immersion Week. This is when important details regarding Immersion Week are discussed. **All teaching team members are expected to attend.** Time: 10 a.m.-noon. Place: SAC 154 and on Zoom
- ◆ On the first morning of Immersion Week, Monday, Aug. 30, students and teaching teams gather for their first class meeting at 9 a.m. on the Lincoln Park campus in their Immersion Week classrooms, which will be listed in [campusconnect](#) during the summer. A barbecue lunch will be provided on the Quad.
- ◆ On *Wednesday, Sept. 1*, **Explore** teaching teams should plan to attend the Great Starts meeting, Explore Chicago’s final organizational meeting before the start of Autumn Quarter. This is when important Explore Chicago details are discussed. **All teaching team members are expected to attend.** Time: 10 a.m.-noon Place: SAC 154 and on Zoom
- ◆ During *Autumn Quarter*, faculty should be prepared to join the weekly meetings between CQM and staff professional as needed.

The Welcome Email (due July 30)

Teaching team members will be emailed a link to a form to submit information for the Welcome Emails. Instructors, Staff Pros & CQMs will 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

Immersion Week (the week before the regular Autumn Quarter)

- ◆ Discover Chicago classes meet for a minimum of **28 hours** during Immersion Week.
- ◆ Three of those hours should be devoted to Common Hour.
- ◆ If the class is participating in Chicago Quarter Service Day on Wednesday morning, that is also included in those hours.
- ◆ 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.).
- ◆ 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 Quarter.

Autumn Quarter

- ◆ Classes continue to meet for 2.5 hours per week for the first seven weeks, through Oct. 26. 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. 27-Nov. 2) may serve as a “Finals Week” for finals exams and/or presentations. As is the standard DePaul practice, if no exams or presentations are scheduled, then final assignments should be due this week.

Explore Chicago

The class meets for four hours per week, including Common Hour, for a total of 40 contact hours.

Excursions: Planning & Safety

- ◆ Full 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 Email 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

- ◆ During Fall 2021, we recommend bookmarking the [Health and Safety Practices page](#) of DePaul's COVID-19 Updates and Guidance website. It includes guidelines for vaccinations, masks, etc.
- ◆ 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 confuse Rogers Park with Hyde Park or think that the Pullman Historic District is just a short walk from Pilsen.
- ◆ CTA skills will be of practical use to your students for at least the next four years.
 - Introduce your students to the CTA's online navigation tools; have the students 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.
 - For one of the later excursions, consider putting them in small travel teams and having each group navigate and travel to the destination, where they will meet you.
 - Promote basic public transit etiquette by sharing the webpage of the CTA courtesy campaign: <https://www.transitchicago.com/courtesy/>. Those unused to an urban environment may not realize the small but cumulatively important different it makes to give up one's seat to the elderly, the disabled, a pregnant woman or parents with children; allow others to exit a train or bus before boarding oneself; not block the doors; etc.

- ◆ 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, 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.
- ◆ Pack a minimal safety kit, e.g., extra facemasks, band-aids, antibiotic ointment, Advil or Tylenol, hand sanitizer, single-use ice pack, etc.

Travel tips

- ◆ **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.
- ◆ **Want to receive a phone call from a statue?** Thanks to [Statue Stories Chicago](#), some 30 Chicago statues – from Abe Lincoln to Jean-Baptiste Point DeSable 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.

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, 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 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 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 or WhatsApp.

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

Returning to Campus

We will follow university guidelines regarding accommodations required when returning to campus. You are encouraged to look for articles in *Newsline* and follow the DePaul webpage [COVID-19 Updates and Guidance](#).

Online Explore Chicago Classes

If you are teaching an online section of Explore Chicago:

- ◆ 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 to be completed asynchronously)
 - Online scavenger hunt, or directed research related to site/organization
 - This could include navigating the CTA system online.
 - The Teaching Commons highlights many [apps](#) that allow for mobile learning.
 - GooseChase, in particular, guides students in individual in-person excursions to destinations.
 - The “Chicago Quarter Teaching Teams” D2L page includes links to several virtual excursions.
- ◆ 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.

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

Chicago Quarter Service Day introduces first-year students, via their Chicago Quarter classes, to the DePaul tradition and legacy of service.

Discover Chicago (Wednesday morning, Sept. 1 (during Immersion Week))

- ◆ Mission and Ministry Support: In-Person Service Site Assignment (for faculty who choose to participate), Preparation, Service, Reflection, Assessment
- ◆ Site Assignment: August 2021
- ◆ Online Preparation/Send-Off Video (3-5 minutes): DePaul Commitment to Community Engagement; Vincentian Legacy of Service; Asset-Based Community Intro; Chicago Quarter Learning – Chicago and Mission (Human Dignity); Expectations/Responsibilities
- ◆ 3 hours at site (9:30-12:30)
 - 2½ hours service
 - ½ hour closing reflection (toolkit/guide provided)

- Online Assessment Survey
- ◆ Unlike in past years, there will be no opening ceremony nor a post-service event.

Explore Chicago (Week of Oct. 4-8, 2021)

- ◆ Having a designated week instead of one day allows faculty to integrate CQSD into their class that week if they choose.
- ◆ All Virtual
- ◆ Mission and Ministry Support: Site Assignment*, Preparation, Service, Reflection, Assessment
- ◆ Site Assignment: Fall 2021
- ◆ Online Preparation/Send-Off Video
- ◆ 1-2 Hours of Online Service Engagement
 - Online Closing Reflection & Assessment
- ◆ Up to 10 Explore sections for pilot; first-come, first served

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:

- ◆ 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 Gregory 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 are inaccessible (calling the CTA is more reliable than a website because they will have the most updated information on elevator closings, etc.). The First-Year Program would cover the cost of an Uber, cab, etc., if needed.
 - Similarly, FYP will cover cab or ride-sharing 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 or other disabilities often prefer using Spartpens, which can record audio and play back 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: 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.

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 Community-based Service Learning (CbSL) into their Discover or Explore classes, over and above participation in Chicago Quarter Service Day, the Steans Center welcomes the opportunity to collaborate with you on course design, remote and in-person community partnerships and integration of the [Online Community Engagement \(OCE\) Resource Guide and Live Events](#), which support remote opportunities for your course 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 2021 series.

Finally, get inspired by perusing 55 stories of community engagement in the [2021 Service Speaks Chapbook](#).

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

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 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.

- ◆ Instructions are automatically emailed to Discover students during Week 6. The OTEs for Discover Chicago will be available online during the window of Oct. 13-26.
- ◆ Instructions are automatically emailed to Explore students during Weeks 9-10. The OTEs for Explore Chicago will be available online during the window Nov. 3-16.

Although students may complete OTEs 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. Instructors should not be present if the students complete the OTE in class.

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.

Social media initiative

Once again we are asking teaching teams to help showcase their activities on social media, with a particular focusing on Facebook, Twitter, Instagram & TikTok. Contacts for the social media initiative are: Maria Hench (mhench@depaul.edu; 312-362-8668) and Brady Johnson (bjohns16@depaul.edu).

Hashtags

[#DePaulDiscover](#)

[#DePaulImmersionWeek](#)

[#DePaulExplore](#)

[#DePaulUniversity](#)

Art Institute of Chicago (Free Admission)

The Art Institute of Chicago is beginning to accept requests for group tours. Contact universitypartners@artic.edu at least two weeks in advance. A lecturer for a tour is \$150. Safety measures are outlined [here](#). Masks are required. In addition, the Art Institute has some virtual museum experiences available on their [website](#).

The university is entering its seventh 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.

- With the Art Institute of Chicago re-opened, the LAS Dean's Office has reinstated the DePaul LAS/Art Institute of Chicago Innovation in Teaching Award, which recognizes innovative pedagogical uses of the Art Institute and its collections. To be eligible, a course must be taught in Autumn Quarter 2021 and must make use of the Art Institute in its content and/or assignments. Classes with either in-person or virtual engagement with the AIC's collections are eligible for consideration. All faculty teaching at DePaul are welcome to apply.
 - Interested instructors should submit: 1) Course syllabus; 2) Copies of AIC-related content and/or assignment(s); 3) 250-word statement describing the assignment and why it represents an innovative use of the Art Institute in your teaching.
 - Submit no later than Wednesday, Dec. 1, 2021, to Margaret Storey (mstorey@depaul.edu) and Delia Cosentino (dcosent1@depaul.edu).
 - Awards will be announced before Friday, Dec. 10.

DePaul Art Museum (Free Admission)

The DePaul Art Museum will be closed from Aug. 15 to Sept. 9 for exhibition installation. Starting Sept. 9, instructors may bring classes (up to 40 attendees) for in-person tours or collection visits.

For online sections, a DPAM menu of virtual class and group visit options can be found [here](#).

[Two exhibitions](#) will run Sept. 9, 2021-Feb. 13, 2022: *Stockyard Institute: 22 Years of Art and Radical Pedagogy* and *Learned Objects: Studio Works by William Estrada, Regin Igloria, Nicole Marroquin, Rochele Royster*.

Anyone interested in connecting with DPAM regarding your Chicago Quarter class should contact artmuseum@depaul.edu.

Chicago History Museum (Free membership)

The Chicago History Museum and the Research Center are open. Relative to Phase 5 guidelines from the State of Illinois and the City of Chicago, the Museum is operating at full capacity for General Admission visits. The Museum continues to require masks for all staff and visitors. Here is the link to the website with updated information: <https://www.chicagohistory.org/covid19safety/>. DePaul students and faculty do not need advance reservations for individual General Admission tickets. The Research Center is open, with limited capacity and advance reservations are required: <https://www.chicagohistory.org/visit/research-center/>.

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](https://www.chicagohistory.org/formdepaul).

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

Peggy Notebaert Nature Museum (Free Admission)

The Peggy Notebaert Nature Museum (2430 N. Cannon Drive in Lincoln Park, across from the zoo) is re-opening July 8. Information about the museum can be found at <https://naturemuseum.org/>. To discuss and schedule a visit, please contact Alvaro Ramos, Chief Curator and Vice President of the Museum Experience at aramos@naturemuseum.org or 773-755-5162.

Chicago Research Summit (Friday, Oct. 15, 2021, online)

Chicago Quarter faculty are invited to attend the [Chicago Research Summit](#), a city wide event co-hosted by the DePaul University Library, which will take place online on Friday, Oct. 15. Educators and community partners from around Chicago are invited to attend and learn from each other about best practices and strategies for engaging undergraduate students in research about the city. [Several Chicago Quarter instructors will be presenting this year.](#) The Summit will also be a platform to share the successes and challenges of incorporating Chicago-based research assignments and projects into undergraduate courses and to learn about resources, collections, and opportunities that support Chicago-based research.

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. Information Services provides instructions for using Zoom [here](#).
- ◆ **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

The DePaul Alumni Sharing Knowledge (ASK) Network helps connect DePaul students with alumni and other professionals for career insight, conversations and networking. DePaul ASK volunteers are here to offer their expertise and help students grow by exploring college and professional transitions, life challenges, and getting answers to university and career related questions. Alumni can also connect with fellow alumni professionals for networking. For more information and general questions please visit depaulasknetwork.com or reach out to 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 from previous years, please email Doug Long at dlong@depaul.edu.

COURSE LOGISTICS

Budget & Reimbursements

How much money do I have in my budget?

- ◆ 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.
- ◆ Class expenses paid with university ProCard and employee reimbursements will be processed through DePaul's new financial platform, BlueSky, which you access through Campus Connect.
 - If you have questions about BlueSky, contact your College's financial services representative or Michelle Anderson MANDE137@depaul.edu in Financial Affairs.
 - If you have questions/concerns about programmatic policy or approval, contact Brent Nunn (bnunn@depaul.edu) or Doug Long (dlong@depaul.edu).

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. 23 — 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?

- ◆ You will need to request an invoice from the vendor. You or the vendor will send this invoice to the First-Year Program at firstyr@depaul.edu.
- ◆ When sending the invoices to the First-Year Program, include a message with the course number and section number of the First-Year Program course for which reimbursement is being requested (Example: LSP110-101; LSP111-101; HON110-101, etc.).
- ◆ Once reviewed, the First-Year Program will forward the invoice to Accounts Payable for payment.
- ◆ **If an invoice is unavailable** for a service (a tour, etc.), please send the information below to the First-Year Program (firstyr@depaul.edu):
 - Name of the individual or agency
 - Mailing address
 - Email address
 - Date of service
 - A brief description of the event
 - The amount to pay out
- ◆ The First-Year Program will complete the Voucher Check Requisition form and forward it to Accounts Payable for payment.

How do I pay a guest speaker?

- ◆ Domestic guest speakers will need to complete the tax and bank account information found on the [Vendor Information Form \(VIF\)](#) and submit it via email directly to accountspayable@depaul.edu. Before completing the Honorarium Form.
- ◆ International guests with a foreign bank will need to complete the bank portion of the [wire transfer document](#) found at the end of the page. They will also need to complete the W8BEN and honorarium documentation.
- ◆ Guest speakers will need to complete the Honorarium Agreement or International Honorarium Agreement found at this [link](#).
- ◆ All guest speakers visiting campus are required to complete and sign one of the following forms certifying that they are vaccinated or have an exemption:
 - [Vendor and Entity Covid-19 Vaccine Compliance Certification](#) (for companies)
 - [Individual Service Provider/Volunteer COVID-19 Vaccine Compliance Certification](#) (for individuals)
- ◆ Send the [Vendor Information Form \(VIF\)](#) or [wire transfer/W8BEN](#) along with the Honorarium Agreement form and appropriate Vaccine Compliance form directly to the individual to let them know this is required to receive payment from the University.
 - Complete section 1 and 2 of the Honorarium form *before* sending it to the guest speaker.
- ◆ Send completed forms to Brent Nunn at bnunn@depaul.edu. Brent will obtain DePaul signatures and send the documentation to Accounts Payable.

How do I pay with my university ProCard or get reimbursed for a class expenditure?

If you pay for a class expenditure with a university ProCard or you need to be reimbursed, this [guide](#) explains the required steps for designating Brent Nunn as a delegate and submitting reimbursement and ProCard transactions through BlueSky. Once delegate access is complete and receipts are uploaded, the First-Year Program will complete the approving steps on our end and notify you when you are able to submit. After completing this process, you will then use the guide instructions to remove delegate access.

- ◆ To complete the Expense Item and Expense Report for reimbursements and ProCard transactions, you will need the following information:
 - Name 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, an **itemized receipt** clearly indicating payment made is required.
 - Date of service or date of purchase
 - A brief description of the business purpose, which includes the course title; course number and section; and course enrollment.

How long will getting a reimbursement take?

- ◆ The fastest turnaround on a reimbursement is via **direct deposit**. Direct Deposit is now set up through BlueSky. After logging into Blue Sky, navigate to:
 - Me > Pay > Payment Methods > Add

- ◆ Reimbursements that are submitted **without direct deposit** will need approximately 21 days for processing.

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 student emergency).

How do I make a budget transfer?

- ◆ Please contact Brent Nunn (bnunn@depaul.edu) for further steps on processing a budget transfer.

How do I obtain a sales-tax exemption?

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

Food

Immersion Week (Discover Chicago)

During Immersion Week, students living on campus will have their university meal plans activated and will therefore not rely on class funds to be fed. (Commuter students will likely not have a DePaul meal plan.) Making sure students eat during Immersion Week, though, is important.

- On the Monday of Immersion Week, a barbecue lunch is provided on the Quad from 11:30 a.m. to 1 p.m..

Lincoln Park Dining Services During Immersion Week

- Blue Demon Dining Hall (2nd floor cafeteria in Lincoln Park Student Center)
 - Breakfast: 8-9:30 a.m.
 - Lunch: 11:30 a.m.-1:30 p.m.
 - Dinner: 5-7:30 p.m.
- ETC (convenience store, 2nd floor, Lincoln Park Student Center)
 - Noon-8 p.m.
- Brownstone's Café (1st floor, Lincoln Park Student Center)
 - 8 a.m.-8:30 p.m.
- Some days, you may advise students that they are responsible for their own lunch. This may include bringing a lunch or making sure there are low-cost options in the part of town you'll be in.

If a lunch break is planned to be on the Lincoln Park Campus, students with a meal plan will be able to use it for food at the Student Center. Students without a meal plan may purchase food there or elsewhere.

Discover Chicago instructors: If you plan to order box lunches, to be picked up at either the Lincoln Park or Loop campus, please survey your students on the Monday morning of Immersion Week and contact Jenn Tatum at jtatum3@depaul.edu to process an order. Orders for the entirety of Immersion Week should be submitted on Monday. This may be paid for either by using the students' meal plans or the class budget.

Pre-Ordered Boxed Lunch Options for pick up in LPC or Loop (for students with meal plans)

If you will not be near campus or other dining options or need boxed lunches in the Loop, students with meal plans may order a boxed lunch. Please survey your students on the Monday morning of Immersion Week and ask that they complete the [Boxed Lunch Order Form](#) for each day that they would like a boxed lunch to be prepared for them. Only students with meal plans will be able to pre-order boxed lunches.

- Submit orders by noon on Monday (8/30) for Tuesday (8/31) orders
- Submit orders for Wed (9/1), Thurs (9/2), and Fri (9/3) anytime of Monday (8/30).
- Contact [Jenn Tatum](#) with any questions.

Meals in the city during excursions

You may use class budget for meals in the city. It is advisable to negotiate a group discount with a restaurant and pay a sales-tax exemption in advance; moreover, ordering in advance saves time and money.

Ordering food from Blue Demon Dining (Chartwell's) Using your Course Budget

If you wish to order food from Blue Demon Dining, powered by Chartwells, with your class budget (whether boxed lunches to eat off campus or meals to consume on campus), the First-Year Program will place your order. Please email the following information to Jenn Tatum (jtatum3@depaul.edu) **at least 72 hours** in advance.

- Date of desired food pick-up or catering delivery
- Time for food pick-up or delivery and/or clearing away
- Place of pick-up (Lincoln Park or Loop campus Brownstone's) or delivery (classroom location)
- Desired order (drinks, food, etc.)
- Number of people you're serving (students and teaching team)

To see choices and cost, please consult Blue Demon Dining menus by going to depaul.catertrax.com and then scrolling down and clicking on a campus under "order option." (While it appears that you need to create an account and log in, that is unnecessary.)

Note: Class budgets may not be used for meals *just* for teaching team members. When class budget is being used to feed all the students in the class, teaching team members may then be included.

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 Randy Honold, Asst. Dean of Academic Services (LASLoopOffice@depaul.edu; 773-325-4928).

Room requests & reservations

Permanent classroom space

The FYP does not assign classroom space, beyond simply specifying the campus. Requests for a specific classroom or building or a room with special equipment (above and beyond the standard technical array) are handled via campusconnect. You can also submit classroom preferences for Fall Quarter on your Faculty Profile in Campus Connect. It is open from June 2-June 28. You may also contact 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](#); login with your Campus Connect credentials. The contact person is Alex Schneider at academicspace@depaul.edu. You may also request a Zoom plus, trimodal, or PC classroom for ad-hod dates (when it is not needed for the entire term) on 25live.

This information and more may be found at:

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

(When the DePaul Library reinstates room reservations, use the library's scheduling system to reserve a space there: libcal.depaul.edu.)

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.

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

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
Blue Demon Dining	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
University Center for Writing-based Learning	condor.depaul.edu/writing

Appendix III: Contact information

○	773.325.7573	firstyr@depaul.edu
---	--------------	--

<p>Doug 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; 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 information; excursion logistics; catering; syllabi; contingent faculty payroll; FYP website 	2312 N. Clifton, Munroe 129 jtatum3@depaul.edu 773-325-7439
<p>Liberal Studies Program</p> <p>Mike Edwards, Assoc. 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
<p>Public Safety</p>	773-325-7777 (LPC) 312-362-8400 (Loop)
<p>Financial Affairs</p> <p>Michelle Anderson</p> <ul style="list-style-type: none"> ◆ Reimbursements, honorarium payments, ProCard budget 	55 E. Jackson, 19th floor LASF@depaul.edu Mandel137@depaul.edu
<p>First-Year Writing Program</p> <p>Erin Workman, Director</p> <ul style="list-style-type: none"> ◆ Administration of WRD 102/103/104 	SAC 366 eworkma1@depaul.edu 773-325-2486
<p>Quantitative Reasoning Program</p> <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 oelgun@depaul.edu 773-325-4663
<p>Steans Center</p> <p>Helen Damon-Moore, Associate Director</p> <p>Rubén Álvarez Silva, Asst. Director for Academic Service Learning</p> <ul style="list-style-type: none"> ◆ Service learning: course development, planning, supervision; community partners 	2233 N. Kenmore hdamonmo@depaul.edu 773-325-8192 rsilvaal@depaul.edu 773-325-8132 servicelearning@depaul.edu
<p>Center for Students with Disabilities</p> <p>Gregory Moorehead, Director</p> <ul style="list-style-type: none"> ◆ Accommodations, support services 	csd@depaul.edu 773-325-1677, 312-362-8002 gmoorehe@depaul.edu 312-362-8545
<p>University Ministry</p> <p>Katie Sullivan, Coordinator for Service Days</p> <ul style="list-style-type: none"> ◆ Planning for Vincentian Service Day (Spring Quarter) 	Lincoln Park Student Center 311 serviceday@depaul.edu 773-325-4490

Art Institute of Chicago Madeline Shearer ◆ Class visits	111 S. Michigan Avenue universitypartners@artic.edu 312-443-3139
Chicago History Museum Josh Anderson ◆ Class visits & guided tours	1601 N. Clark Street Anderson@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 Alex Schneider ◆ PC classroom & event scheduling	academicspace@depaul.edu aschne11@depaul.edu 312-362-7533
LAS Office, Loop campus Randy Honold , Asst. Dean of Academic Services ◆ Loop office space	LASLoopOffice@depaul.edu 773-325-4928

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.
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 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.