MEMORANDUM

TO: Amy Nielsen, Executive Secretary
Faculty Senate

FROM: Becky Bitter, Registrar’s Office

FOR: Academic Affairs Committee

DATE: 10 November 2017

SUBJECT: Proposal to Revise Rule 27, Credit Definition

At its meeting on October 24, 2017, AAC approved the attached proposal to revise Rule 27, Credit Definition.

The request to revise Rule 27 was recommended by the Catalog Subcommittee. Updating the credit definition rule will help departments and the Catalog Subcommittee as they determine the appropriate credit for the minimum time commitment required of the student. The committee contends, and AAC agrees, that as more courses are proposed to be offered in non-traditional formats (online and the like) and in timeframes which do not match the traditional 15-week semester, additional direction needs to be given in the rule.

The Catalog Subcommittee supports the final version of the rule and is also in the process of identifying non-traditional course proposals that meet the criteria as described in the rule. The two attached samples, and others as they become available, will be posted online at the Registrar’s curriculum website for departmental reference.

The Provost’s Office has reviewed and supports this proposal. The revision complies with the accreditation requirements from the NWCCU and meets federal regulations as described in the final attachment.

At this time, Faculty Senate review and approval is recommended, to be effective fall 2018.
Current Rule 27:

27. CREDIT DEFINITION

Academic credit is a measure of the total minimum time commitment required of a typical student in a specific course. For the WSU semester system one semester credit is assigned for a minimum of 45 hours. The expected time commitment may include: 1) time spent in scheduled course activities organized by an instructor (lectures, discussions, workbooks, videotapes, laboratories, studios, fieldwork, etc.); 2) time spent in group activities related to course requirements; and 3) time spent in reading, studying, problem solving, writing, and other preparations for the course. The minimum in-class time commitment, based on a 15-week semester and a traditional format, should follow these guidelines: 1) lecture—1 hour of lecture per week for each credit hour; 2) laboratory—3 hours of laboratory per week for each credit hour; 3) studio—2 hours of studio work per week for each credit hour; 4) ensemble—4 hours of ensemble work per week for each credit hour. The minimum time commitment for independent study is 3 hours of work per week for each credit hour. Courses taught in different time frames than the 15-week semester or in a different format need to define how the time commitment leads to the achievement of stated course goals. Achievement of course goals may require more than the minimum time commitment.

As part of the initial approval process for new courses, the Catalog Subcommittee reviews course syllabi for adherence to credit and minimum time commitments. For ongoing adherence to credit and minimum time commitments, colleges review the schedule of classes each term to check a judgment sample of scheduled courses.

Proposed revision:

27. CREDIT DEFINITION

Academic credit is a measure of the total minimum time commitment required of a typical student enrolled in a specific course. For the WSU semester system a one-semester lecture credit is assigned for a minimum of 45 hours, of which 15 hours are spent in instructor-led activities and 30 hours are spent in outside activities. The expected time commitment may instructor-led activities include: 1) time spent in scheduled course activities organized by an instructor (lectures, discussions, workbooks, videotapes, laboratories, studios, ensembles, visual media, fieldwork, etc.); 2) time spent while outside group activities are related to students completing course
requirements, and 3) time spent in (reading, studying, problem solving, writing, homework, and other preparations for the course). Achievement of course goals may require more than the minimum time commitment.

Based on a 15–week semester and a traditional format, the minimum in-class time commitment, based on a 15–week semester and a traditional format, should follow these scheduling contact hour policies: 1) lecture—15 hours of lecture per week term for each credit hour (1 hour per week); 2) studio—30 2-hours of studio work per week term for each credit hour (2 hours per week); 3) laboratory—45 3 hours of laboratory per week term for each credit hour (3 hours per week); 4) ensemble—60 4-hours of ensemble work per week term for each credit hour (4 hours per week). Courses which do not have in-class meeting times must follow these guidelines: 5) The minimum time commitment for independent study and internships (including field experiences, professional work experiences, and clinical experiences) — is approximately 45 hours of per week term for each credit hour.

Courses taught during periods of time in different time frames other than the 15–week semester (e.g., intersessions, fall/spring vacations, weekends, etc.) including short courses and study abroad must adjust the class contact hours to meet the minimum in-class time commitment outlined above.

Courses taught using non-traditional formats or in a different formats (e.g., online, hybrid) must define how the time commitment leads to the achievement of stated course goals and how the course covers the same material in the same depth as traditionally-taught courses subject to minimum in-class time commitments. Achievement of course goals may require more than the minimum time commitment.

As part of the initial approval process for new courses, the Catalog Subcommittee reviews course syllabi for adherence to credit and minimum time commitments. For ongoing adherence to credit and minimum time commitments, colleges review the schedule of classes each term to check a judgment sample of scheduled courses.

Clean Copy of Proposed Revision:

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hours are spent in outside activities. Instructor-led activities include time spent in scheduled course activities organized by an instructor (lectures, discussions, laboratories, studios, ensembles, visual media, fieldwork, etc.), while outside activities are related to students completing course requirements (reading, studying, problem solving, writing, homework, and other preparations for the course). Achievement of course goals may require more than the minimum time commitment.

Based on a 15-week semester and a traditional format, the minimum in-class time commitment must follow these scheduling contact hour policies: 1) lecture—15 hours of lecture per term for each credit hour (1 hour per week); 2) studio—30 hours of studio per term for each credit hour (2 hours per week); 3) laboratory—45 hours of laboratory per term for each credit hour (3 hours per week); 4) ensemble—60 hours of ensemble per term for each credit hour (4 hours per week). Courses which do not have in-class meeting times must follow these guidelines: 5) independent study and internships (including field experiences, professional work experiences, and clinical experiences) — approximately 45 hours per term for each credit hour.

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As part of the initial approval process for new courses, the Catalog Subcommittee reviews course syllabi for adherence to credit and minimum time commitments. For ongoing adherence to credit and minimum time commitments, colleges review the schedule of classes each term to check a judgment sample of scheduled courses.
## Lecture
- Online via Blackboard

## Instructor
- Dr. Douglas Blanks Hindman
- 204 Goertzen
- 335- 6149
dhindman@wsu.edu

## Office hours
- The instructor will check the course space and email three times a week but not on weekends

## Course overview
This course is based on the question “What is the value of news to democracies?”

##Murrow College Learning Outcomes/ Course outcomes

1. **Demonstrate knowledge of communication concepts** (see curriculum map on page 5)
   a. Articulate a definition of what news is and what it is not.
   b. Explain how the history of journalism has affected its current form.
   c. Engage in civil and informed discussion about the purposes of news, its strengths, and its shortcomings.

2. **Acquire and analyze information to achieve communication objectives.**
   - Demonstrate an understanding of news conventions including:
     a. AP Broadcast news style and radio news scriptwriting formats,
     b. the selection and use of authoritative and unbiased sources, and
     c. the reporting of story content that is newsworthy, balanced, and in context

3. **Create communication products via multiple platforms.**
   a. Demonstrate the effective use of microphones in different environments,
   b. Effectively edit original audio recordings into radio news stories.

## Required text
- Available at the The Bookie or online

## Course fees
- Course fees are used to help pay for facilities available to you including Murrow computer labs and software and recording facilities.

## Online sources
- Lectures, course announcements, syllabi, grades, assignments, links to assigned readings, and handouts relevant to assignments will be posted on the course Blackboard space: learn.wsu.edu.
- Current events quizzes will be based on Associated Press Top News Headlines http://hosted.ap.org/

## Expected effort
- Students are expected to devote twelve hours to the course each week.

## Required materials
- Students are required to have a valid university login, access to their WSU firstname.lastname@wsu.edu e-mail account, and access to a computer.

## Final grade breakdown
- There are two exams, weekly quizzes covering assigned readings, three assignments, and five Radio News lab exercises. Exams will cover assigned readings, lectures, class discussions, assignments, Radio News lab assignments, and other weekly activities.
  - 500 points = 2 exams, 200 points each; 6 weekly quizzes, 20 points each, drop lowest score
  - 350 points = assignments: 100 points assignments 1 and 2; 150 points assignment 3
  - 150 points = three radio newscast assignments (50 points each)
  - 1000 points total

- Each student’s grades are posted on Blackboard.

## Grade scale
- A= 93 through 100%; A-= 90% through 92.9%; B+= 88% through 89.9%; B = 83 through 87.9%; B- = 80 through 82.9%; C+= 78 through 79.9%; C = 73% through 77.9%, C- = 70% through 72.9%; D+ = 68 through 69.9%; D = 60 through 67.9%; F = less than 60%.
## Required assignments

### Assignment 1a  
**Week 5**
- **50 points.** In this assignment, you will learn how to pitch a straight news story that you will work on this semester. By straight news, I mean timely and factual reports regarding “contemporary affairs of general public interest and importance” (Schudson, 2008, pp. 11-12). You will learn how to distinguish a straight news story from a feature, personality profile or promotion; how to select expert sources, and how to write questions that make use of the experts’ area of specialization.

### Assignment 1b  
**Week 5**
- **50 points.** In this assignment, you will create a radio package with natural sound using provided files. A radio package includes the voice of the reporter, a short “soundbite” from an interview, and natural sound.

### Assignment 2a  
**Week 9**
- **20 points.** In this assignment, you will learn how to use a professional recording studio to record, save, and play back audio; how to prepare a script for presentation; and how to use AP Broadcast-style pronouncers.

### Assignment 2b  
**Week 9**
- **80 points:** Each individual or group will produce a first draft of the radio news script for the project you pitched in Assignment 1a.

### Assignment 3a  
**Week 9**
- **75 points:** In this assignment, you will prepare and submit the final script for your completed radio news package which contains information up to date as of the minute it is submitted.

### Assignment 3b  
**Week 9**
- **75 points:** In this assignment, you will edit the recorded portion the radio news story including the reporter’s voice and the expert soundbites. Extra credit is awarded for Three times during the semester, you will be assigned to deliver the script and recording of an up-to-the minute radio newscast covering Campus News, Local and Regional News, or State and National News.

## Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
</table>
Read: [What is Journalism? Elements of journalism](#) (quiz 1) |
Read: [Purpose of journalism; Interlocking public browse Government Accountability Office](#) Office of the Inspector General: Department of Justice (quiz 2)  
Radio Newscast Assignment 1 |
Read: [Journalism as verification; defining bias](#) (quiz 3)  
Radio Newscast Assignment 2 |
| 4    |       | News versus promotion. | Sudermann & Limburg (n.d.) “Where have you gone, Edward R. Murrow?“, “Compensation for a difficult life”  
Read: [What makes journalism different? Accuracy](#)  
Radio Newscast Assignment 3 |
| 5    |       | **Assignment 1:** Digital Audio Editing, News Story Proposal | Assignment 1a: Digital Audio Editing due 8 PM Thursday week 5 via Blackboard (script) and shared drive. Assignment 1b: News story proposal due 11:59 PM Thursday week 5 via Blackboard. |
| 6    |       | Review and preparation for the exam. | Exam 1 Thurs September 28 |
| 7    |       | Problems with journalistic expression: official sources; politics | Schudson, 2008, pp.50-76.  
Read: [Hierarchy of sources, verification of presumed facts](#) |
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(quiz 5-Thursd)|
|   | (quiz 4) | Read: How to focus a story; how to organize a story; what makes a good story; Interviewing an expert source: Rules of the road.  
See Blackboard AP News Pronunciation Guides |
| 9 | Assignment 2: Draft scripts, studio recording assignment (MURE 322 Studio B or C) | Assignment 2a: Studio B or C recording assignment: MURE 322 due 10:25 AM week 9, submitted via shared class drive. Assignment 2b: First draft of radio news story script, one per team - due 10:25 AM week 9 via Blackboard |
| 10 | Transduction, microphones. Discuss Assignment 3: Final radio news package and script | Microphones. Read: types of mics |
| 11 | News and society: abandoning the neutral stance. | Schudson, 2008, pp. 1-26 (review from exam 1); 77-87.  
(quiz 6-Thursd)  
| 12* | News versus politics: Belief gaps |   |
| 13 | Introduce Assignment 3: Final radio news package and script. Review and preparation for exam 2. | Exam 2 Thursday week 13 |
|   | THANKSGIVING BREAK |   |
| 14 | Conferences: Assignment 3 | Meet via Blackboard to discuss Assignment 3 |
| 15 | Work on Assignment 3. | Assignment 3: due 10:25 AM week 15 |

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**Course Policies**

All assignments must be completed to receive credit in the course.

Late assignments will receive zero credit towards the final grade.

**Assigning Incompletes:** University policy (Acad. Reg. #90) states that Incompletes may only be awarded if: "the student is unable to complete their work on time due to circumstances beyond their control".

University Communication with Students

**Communication.** Absolutely NO communication will be sent to external addresses (e.g., yahoo, gmail, and so forth). We will use either the email within Blackboard or “email.wsu.edu” system.

**No early examinations.** In keeping with university Academic Regulation 80: A student will not be granted special examinations for the purpose of leaving the institution before the close of the semester.

**Makeup examinations** will be allowed only if the reason for the absence is received prior to or during the scheduled exam time and only for emergencies. Makeup exams must be taken within one week of the scheduled exam date.
<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Course topics, activities, dates</th>
<th>Evaluation of progress towards outcomes</th>
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<tbody>
<tr>
<td><strong>Understand the value of news in a democracy</strong></td>
<td>Lectures, in-class discussions, text and outside readings weeks 1, 2, 7, 8, 11, 12&lt;br&gt;Story pitch assignment week 5&lt;br&gt;Radio news script draft week 9&lt;br&gt;Radio News Story final project week 15</td>
<td>Graded news quizzes and exam items regarding current public affairs&lt;br&gt;Graded story pitch, story draft, and finished radio news story which justifies a story on the basis of public interest and official accountability</td>
</tr>
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<td><strong>Distinguish news from other forms of expression</strong></td>
<td>Lecture and readings week 4&lt;br&gt;Story pitch assignment week 5&lt;br&gt;Radio news script draft assignment week 9&lt;br&gt;Final recording and script week 15&lt;br&gt;Radio Newscast assignments weeks 2, 4, 8, 11, 12</td>
<td>Graded exams, quizzes, and discussions regarding news versus promotion, opinion, conjecture, and satire&lt;br&gt;Grades and detailed feedback regarding the student’s story pitch, rough draft, and final draft of an audio news story based on the factual nature and newsworthiness of the story. Feedback and grades for radio news assignments</td>
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<tr>
<td><strong>Demonstrate an understanding of news conventions</strong></td>
<td><strong>Skill Level: Reinforced</strong>&lt;br&gt;Class readings weeks 1, 2, 3, 4, 7, 8, 9, 10&lt;br&gt;Lectures and links to AP Broadcast style handbook weeks 1, 2, 5, 9.&lt;br&gt;Digital audio editing assignment week 5&lt;br&gt;Studio recording assignment week 9&lt;br&gt;Radio news script draft week 9&lt;br&gt;Radio Newscast Assignments weeks 2, 4, 8, 11, 12&lt;br&gt;Radio News Story final project week 15</td>
<td><strong>Skill Level: Reinforced</strong>&lt;br&gt;Quiz and exam items regarding journalistic verification, sources, Broadcast Style.&lt;br&gt;Feedback on digital audio editing assignment. Feedback and grades on studio recording assignment. Feedback and grades on radio news script draft. Grades and feedback on Radio Newscasts. Grades and feedback on Radio News Story final project. e of soundbites and natural sound, and success making the story timely and in service of the public interest.</td>
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</tbody>
</table>
Commercial Notetaking. This syllabus and all course-related materials, presentations, lectures, etc. are my intellectual property and may be protected by copyright. Selling class notes through commercial note taking services, without my written advance permission, could be viewed as copyright infringement and/or an academic integrity violation, WAC 504-26-010 (3) (a,b,c,i). Further, the use of University electronic resources (e.g., Blackboard) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU’s computer abuses and theft policy (WAC 504-26-218), a violation of WSU’s Electronic Communication policy (EP 4), and also violates the terms of use for the Blackboard software program.

Discriminatory Conduct Discrimination, including discriminatory harassment, sexual harassment, and sexual misconduct (including stalking, intimate partner violence, and sexual violence) is prohibited at WSU (See WSU Policy Prohibiting Discrimination, Sexual Harassment, and Sexual Misconduct (Executive Policy 15) and WSU Standards of Conduct for Students).

If you feel you have experienced or have witnessed discriminatory conduct, you can contact the WSU Office for Equal Opportunity (OEO) and/or the WSU Title IX Coordinator at 509-335-8288 to discuss resources, including confidential resources, and reporting options. (Visit oeo.wsu.edu for more information). Most WSU employees, including faculty, who have information regarding sexual harassment or sexual misconduct are required to report the information to OEO or a designated Title IX Coordinator or Liaison. (Visit oeo.wsu.edu/reporting-requirements for more info).

Academic Integrity Statement
Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive sanctions ranging from a failure in the course to a minimum sanction of a grade of zero for the assignment and will receive a one letter reduction in course grade, and will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

- All work for this course must be new. You may not submit for credit in this course anything created for another purpose, including assignments, recordings, scripts, or any other graded work. Dual submission of work for credit that was also created for another class or for another purpose is academic misconduct and will be treated the same as plagiarism.
- Copying quizzes, tests, or assignments is a form of academic dishonesty and will not be tolerated. Do not copy or allow others to steal or copy your work, either during our outside of class. When two or more students are found to turn in identical or overly similar work, each student will receive equal punishment. If a student steals or copies your work against your will, you should report the incident immediately to your instructor.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at conduct.wsu.edu.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center [Pullman] or Disability Services at [name of campus] address on your campus] to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center or Disability Services. For more information contact a Disability Specialist on your home campus. Pullman or WSU Online: 509-335-3417, Washington Building 217; http://accesscenter.wsu.edu, Access.Center@wsu.edu Spokane: https://spokane.wsu.edu/studentaffairs/disability-resources/Tri-Cities: http://www.tricity.wsu.edu/disability/ Vancouver: 360-546-9138 http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-servicesCampus and Classroom Safety Statement

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act,” protocol for all types of emergencies and the “Run, Hide, Fight” response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able). Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the WSU safety portal.

First Week Class Attendance (Rule 72)
Students who do not attend class during the first week of the semester will likely be dropped from the course. Students with extenuating circumstances should notify the Office of Student Affairs. Valid reasons for missing class do not relieve the
student of their responsibility for that missed work.

**Academic Regulations, Rule 34a**
Students may only repeat a course graded C- or below one time at WSU during fall or spring semesters. Additional repeats are allowed from another institution or at WSU during summer terms or by special permission of the academic unit offering the course.
SCHOOL OF DESIGN + CONSTRUCTION

Sdc 444 | Arch 309 study tour

CHICAGO

October 4-10, 2015
Day 1:
Sunday, October 4

8:00am  At base of Carpenter Hall driveway, check in with faculty and board Northwestern charter buses for transportation from Pullman to Spokane International Airport.

9:30am  Arrive at Spokane International Airport. Check-in and check baggage (up to two checked bags fly free) for Southwest flight #701 from Spokane to Phoenix, and flight #3020 from Phoenix to Chicago Midway International Airport.

11:35am  Southwest flight #701 departs from Spokane.

2:15pm  Southwest flight #701 arrives in Phoenix. Transfer to Southwest flight #3020.

3:10pm  Southwest #3020 departs from Phoenix.

8:35pm  Flight #3020 arrives at Chicago Midway International Airport. Advance your watches to Central Standard Time.

Walk to baggage claim and pick up checked bags. Wait for ground transportation instructions to board Limo Bank charter buses from airport to hotel.

9:30pm  Arrive at Red Roof Inn Chicago Downtown, 162 East Ontario Street. Wait to receive room keys from Jaime Rice.

Remainder of evening on your own.
Day 2:
Monday, October 5

10:00am  Walk south on Michigan Avenue to stairs below Trump International Hotel and Tower, and assemble for overview. [Map pg.16]

10:15am  “Introduction to Chicago” (Phil Gruen).

10:45am  Split into groups* and walk to site locations: *Groups 1 and 2 are a mix of Arch, ID, and LA students in SDC 444 (20 or 21 students per group). Group 3 is Arch 309 students (30 students). [Map pg. 17]

Group 1: Darrin Griechen and Carrie Vielle
Group 2: Phil Gruen and Greg Kessler
Group 3: Ayad Rahmani

Rookery Building (209 S. LaSalle) Group 1/Site 1 ↓
Harold Washington Library (400 S. State) Group 2/Site 2 ↓
Inland Steel Building (30 W. Monroe) Group 3/Site 3 ↑

Other notable buildings/sites in the “Loop” that may be visited/discussed include: Marquette, 56 W. Adams; Monadnock, 53 W. Jackson; Chicago Board of Trade, 141 W. Jackson; 190 S. LaSalle; City Target (Former Carson Pirie Scott Building), 1 S. State St.; Macy’s (Former Marshall Field’s Store), 111 N. State St.; Chicago Federal Center Plaza, 230 S Dearborn St. [Map pg. 18]

11:00am  Begin rotations (up to 45 minutes at each site; 15 minutes to walk between).

11:45am  ROTATE: Group 1 moves to Site 2; Group 2 moves to Site 3; Group 3 moves to Site 1. (Start next site at 12pm)
**Day 2:**

**Monday, October 5 (continued)**

12:45pm  ROTATE: Group 1 moves to Site 3; Group 2 moves to Site 1; Group 3 moves to Site 2. (Start next site at 1pm)

1:45pm  Lunch on your own.

3:00pm  Meet at Millennium Monument at the corner of Michigan Ave. and Randolph St., and assemble for overview of “Chicago Architecture Biennial” (Darrin Griechen). [Map pg. 19]

3:15pm  Explore exhibits at Chicago Cultural Center (78 E. Washington St.) and Expo 72 (72 E. Randolph St.).

4:30pm  Walk south on Michigan Ave. to the Congress Plaza Hotel (520 S. Michigan Ave.) for Biennial Lecture. Arrive by 5pm.

5:30pm  Biennial Lecture/Panel: ArchAgenda Debates! Setting the Agenda for 21st Century Architecture and Design.

"ArchAgenda Debates" aims to spark lively and candid debate on the direction contemporary architecture should take. What should be the agenda for 21st century architecture? Six celebrated architecture thought-leaders – Patrik Schumacher, Peter Eisenman, Jeffrey Kipnis, Reinier de Graaf, Robert Somol, Theodore Spyropoulos – will present position provocations focused on developments of the past two decades, reflecting/projecting on the problematics and values that drive design innovation today and in the next two decades.”

7:00pm  Remainder of evening on your own.

Return to hotel by walking north on Michigan Ave. Turn right onto E. Ontario St.
*Meet on west side of State St. between Washington and Madison, under bus stop sign listing #6 Jackson Park Express. Ride bus to Stony Island & 57th St. Walk to Robie House for guided tours (5757 S. Woodlawn Ave.). [Map pg. 20]*

*The time in **bold** is when you need to meet at the bus stop. It is a 20 minute walk from the hotel to the bus stop—so give yourself enough time to get there! Some groups will be doing activities prior to the Robie House tour. The Robie House tour time is noted in parentheses (either 11:15, 11:30, 11:45, or 12). Arrive at the Robie House 15 minutes prior to your scheduled guided tour time.*

9:00am (11:15am)  **Carrie Vielle with (18) Interior Design students:**

9:00am (11:30am)  **Greg Kessler and Darrin Griechen with (21) 4th year Architecture students:**

9:30am (11:45am)  **Ayad Rahmani with (15) ARCH 309 students:**

9:30am (12:00pm)  **Phil Gruen with (2) LA and (15) ARCH 309 students:**
Day 3:
Tuesday, October 6 (continued)

Lunch on your own after Robie House tours.

Visit http://visit.uchicago.edu/page/dining for suggestions.

2:00pm
Meet outside the Joe and Rika Mansueto Library on the University of Chicago campus (1100 E 57th St. @ the corner of E. 57th and S. Ellis Ave.).

Faculty leaders will determine remaining sites and times for their groups at the University of Chicago:

4th year Architecture students:
Greg Kessler and Darrin Griechen

Interior Design and Landscape Architecture students:
Carrie Vielle and Phil Gruen

ARCH 309 students:
Ayad Rahmani

5:00pm
Remainder of evening on your own.

Return to the hotel from Stony Island & 59th St. via the #2 bus towards Navy Pier. Get off at E. Ohio & N. St. Clair. Walk east on Ohio towards N. St. Clair. Turn left onto N. St. Clair and left onto E. Ontario. The hotel is on your right. [Map pg. 21]
Day 4:
Wednesday, October 7

9:00am-6:00pm  
4th year Architecture students:  
Greg Kessler and Darrin Griechen  
—Meet in hotel lobby  
—Morning: Lakeshore Drive apartments; Poetry Foundation Building; and Firm visit (Smith/Gill)  
—Afternoon: Urban Design Charrette

9:30am-5:00pm  
Interior Design students:  
Carrie Vielle  
—Meet in north lobby of Merchandise Mart (222 W. Merchandise Mart Plaza). From the hotel it is a 20 minute walk. Head west on Ontario to N. La Salle St.; turn left onto N. La Salle St. and walk south towards W. Kinzie St.; turn right onto W. Kinzie St; take escalator to north lobby.  
—Merchandise Mart showrooms

10:00am-2:00pm  
Landscape Architecture students:  
Phil Gruen  
—Meet in hotel lobby  
—Lincoln Park and 606 Bloomingdale Trail

10:00am-2:00pm  
ARCH 309 students:  
Ayad Rahmani  
—Meet at State/Lake station [Map pg. 22]  
—Illinois Institute of Technology (IIT)

3:00pm-5:00pm  
ARCH 301 Studio Site Visit (leave IIT by 2pm):  
—From IIT, take the Red line to the Blue line, get off at Damen stop on Blue line. Walk 6 minutes NW on Milwaukee to the corner of N Milwaukee and N Leavitt. [Map pg. 23]
Day 5:
Thursday, October 8

10:00am  Meet at McDonald’s Cycle Center at Millennium Park (239 E. Randolph St.) and assemble for “Aqua and Green” (Phil Gruen). [Map pg. 24]

10:20am  Split into groups* and walk to site locations. *Groups 1 and 2 are a mix of Arch, ID, and LA students in SDC 444 (20 or 21 students per group). Group 3 is Arch 309 students (30 students).

Group 1: Darrin Griechen and Phil Gruen
Group 2: Greg Kessler and Carrie Vielle
Group 3: Ayad Rahmani

Crown Fountain, Jaume Plensa, 2004. Group 1/Site 1 ↓
Lurie Garden, Gustafson, Oudolf, and Israel, 2004. Group 2/Site 2 ↓

10:30am  Begin rotations (up to 45 minutes at each site; 15 minutes to walk between).

11:15am  ROTATE: Group 1 moves to Site 2; Group 2 moves to Site 3; Group 3 moves to Site 1. (Start next site at 11:30am)

12:15pm  ROTATE: Group 1 moves to Site 3; Group 2 moves to Site 1; Group 3 moves to Site 2. (Start next site at 12:30pm)

Other notable sites at Millennium Park that may be visited/discussed include:

Biennial exhibits; Harris Theatre; Exelon Pavilions; Chase Promenade; Boeing Galleries; McCormick Tribune Plaza; adjacent Maggie Daley Park.
Day 5:
Thursday, October 8 (continued)

1:15pm  Meet at “the Bean” (Cloud Gate, Anish Kapoor, 2006) for group photo. After photo, walk over Nichols Bridgeway to the Art Institute of Chicago and take escalator down to Modern Wing lobby entrance. [Map pg. 25]

1:30pm  Boxed lunches provided in the Millennium Park Room, followed by discussion and exhibition student survey (Carrie Vielle).

3:00pm  Explore the Art Institute of Chicago (original building by Shepley, Rutan, and Coolidge of Boston, 1893; Modern Wing by Renzo Piano, 2009).

The Art Institute is open until 8pm.

Remainder of evening on your own.
Take this day to explore Chicago as you see fit. If you’ve signed up for the Farnsworth House tour with Carrie Vielle, see the itinerary below. Professor Rahmani will lead a firm tour of John Ronan Architects at 1pm, which is also listed below. Finally, we have provided a list of other “must-see” sites. There is much more to see and do so get out and enjoy your last day in this amazing city!

**Farnsworth House (Carrie Vielle)**
7:45am Board Limo Bank charter bus outside Red Roof Inn
10am—12pm Guided tours at the Farnsworth House
2pm Charter bus arrives back at Red Roof Inn

**Firm Visit (Ayad Rahmani)**
1pm John Ronan Architects; 420 W Huron St.

**Suggested “Must See” Chicago Architecture, Design, and Construction:**

- **John Hancock Tower** (875 N Michigan Ave.); Skidmore, Owings and Merrill, 1968
- **Frank Lloyd Wright Home and Studio** (951 Chicago Ave., Oak Park); Frank Lloyd Wright, 1889
- **The 606 Bloomingdale Trail** (CTA Blue Line – access points at Western or Damen stop); Collins Engineers, Frances Whitehead, and Michael Van Valkenburgh Associates, 2015
- **Merchandise Mart** (222 W. Merchandise Mart Plaza); Beyer Blinder Belle, Jack Train Associates, Graham, Anderson, Probst and White, 1930
- **Willis Tower** (233 South Wacker Drive); Skidmore, Owings and Merrill, 1973
- **Richard J. Daley Center** (50 W. Washington St); Murphy Associates; Loebl, Schlossman and Bennett; Skidmore, Owings and Merrill, 1965
- **Buckingham Fountain** (1001 S. Columbus Drive, Millennium Park); Burnham and Bennett, 1927
- **Contemporaine** (516 N. Wells St.); Perkins and Will, 2004
- **Second Presbyterian Church** (1936 S. Michigan Ave.); Renwick, 1874; 1900 renovation, Shaw
- **Carbide and Carbon Building** (Hard Rock Hotel, 230 N. Michigan Ave.); Burnham Brothers, 1929
- **NBC Tower** (454 N. Columbus Dr.); Skidmore, Owings and Merrill, 1989
- **Lake Point Tower** (505 N. Lake Shore Dr.); Schipporeit-Heinrich Associates, with Graham, Anderson, Probst and White, 1968
- **Chicago Water Tower and Pumping Station** (806/811 N. Michigan Ave.); Boyington, 1866, 1869
Day 7:
Saturday, October 10

11am  Return keys to drop box in hotel lobby and board Limo Bank charter buses for transportation to Chicago Midway International Airport.

11:30am  Arrive at Chicago Midway International Airport. Check-in and check baggage for Southwest flight #730 from Chicago to Oakland, and flight #621 from Oakland to Spokane.

1:35pm  Southwest flight #730 departs from Chicago.

4:15pm  Southwest flight #730 arrives in Oakland.

5:50pm  Southwest flight #621 departs from Oakland.

7:45pm  Southwest flight #621 arrives at Spokane International Airport. Gather luggage and board Northwestern charter buses for return to Pullman.

9:45pm  Arrive at Carpenter Hall.

PLEASE NOTE:
This itinerary is subject to change. While we hope to avoid them, unexpected on-the-ground occurrences may require us to alter the schedule.

CHICAGO ARCHITECTURE BIENNIAL:
http://chicagoarchitecturebiennial.org/public-program/calendar/
We encourage you to visit additional venues and/or participate in events available through the Biennial, including lectures, films, and workshops. All events are free and open to the public, Monday–Thursday, 9 am–7 pm; Friday, 9 am–9 pm.

COURSE FEE ($1100) COVERS:
Roundtrip airfare (Southwest Airlines); Six nights lodging (Red Roof Inn); Charter bus services (Northwestern between Pullman and Spokane; Limo Bank between Chicago Midway and Red Roof); Admission/guided tour fees at Robie House and Art Institute; Boxed lunch at Art Institute; Ventra pass (7-day; good on CTA buses and trains).

All meals (except for boxed lunch at Art Institute), and all other personal incidentals are the responsibility of the student.

EMERGENCY CONTACT INFORMATION: Jaime Rice:
Tour Groups: SDC 444

GROUP 1 (SDC 444)

GROUP 2 (SDC 444)
Tour Group: ARCH 309

GROUP 3 (ARCH 309)
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Day 2: Trump Hotel and Tower

Walk south on Michigan Avenue to stairs below Trump International Hotel and Tower, and assemble for “Introduction to Chicago.”
Day 2: “The Loop” Rotations

**Rookery Building** (209 S. LaSalle) Group 1/Site 1 ↓

**Harold Washington Library** (400 S. State) Group 2/Site 2 ↓

**Inland Steel Building** (30 W. Monroe) Group 3/Site 3 ↑

![Map of Day 2 rotations in The Loop](image-url)
Day 2: Other Notable Sites in “The Loop”

*Marquette, 56 W. Adams; Monadnock, 53 W. Jackson; Chicago Board of Trade, 141 W. Jackson; 190 S. LaSalle; City Target (Former Carson Pirie Scott Building), 1 S. State St.; Macy’s (Former Marshall Field’s Store), 111 N. State St.; Chicago Federal Center Plaza, 230 S Dearborn St.*
Meet at Millennium Monument at the corner of Michigan Ave. and Randolph St., and assemble for overview of the “Chicago Architecture Biennial.”
Day 3: Bus to Hyde Park

Meet on west side of State St. between Washington and Madison, under bus stop sign listing #6 Jackson Park Express.

Get off at Stony Island & 57th St. Walk to Robie House for guided tours (5757 S. Woodlawn Ave).
Day 3: Bus from Hyde Park

Return to hotel from Stony Island & 59th St. via the #2 bus towards Navy Pier.

Get off at E. Ohio & N. St. Clair.

Walk east on Ohio towards N. St. Clair.

Turn left onto N. St. Clair and left onto E. Ontario.

The hotel is on your right.
Day 4: ARCH 309 to IIT
Meet outside State/Lake station. Take Green Line ‘el’ heading south to either East 63rd/Cottage Grove or Ashland/63rd. Exit at 35th-Bronzeville-IIT.
From IIT to the ARCH 301 site visit at the 606 Bloomingdale Trail:

Take the Red line from Sox/35th (towards Howard).

Transfer to Blue line at Jackson (towards O'Hare).

Get off Blue line at Damen stop and walk 6 minutes NW on Milwaukee to the corner of N Milwaukee and N Leavitt.
Meet at McDonald’s Cycle Center at Millennium Park (239 E. Randolph St.) and assemble for “Aqua and Green.”
Day 5: the Art Institute of Chicago

After group photo, walk over Nichols Bridgeway to the Art Institute of Chicago and take escalator down to Modern Wing lobby entrance. Boxed lunches provided in the Millennium Park Room, followed by discussion and exhibition student survey.

Explore the Art Institute on your own after lunch. Open until 8pm.
Credit Hour Policy

Federal Definition of Credit Hour

In accordance with federal regulations effective July 1, 2011, both institutions and accrediting agencies are required to come into compliance with regulations regarding the definition and assignment of credit hours under Section 600.2 and 600.24.

Federal regulations mandate that all candidate and accredited institutions comply with the definition of the credit hour as set forth in Section 600.2, which defines the credit hour as:

Except as provided in 34 CFR 668.8(k) and (l)*, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Institutional Fulfillment of this Policy

As required by Section 600.24, the Commission will evaluate as part of the Resources and Capacity (Year Three) evaluation the extent to which the institution meets the federal definition by reviewing:

1. The adoption of a policy on credit hour for all courses and programs at the institution;
2. The processes the institution employs to review periodically the application of its policy on credit hour across the institution to assure that credit hour assignments are accurate and reliable; and
3. Any variations in the assignment of credit hours to assure that these variations conform to commonly accepted practices in higher education.

In implementing this policy, evaluation committees will review institutional documentation including the institution’s policy on credit hour and expectations at each degree level, evidence of the implementation of institutional review processes to assure the consistency and accuracy of credit hour assignments in all courses and programs, and through sampling, a variety of course credit assignments.
based on degree level, academic discipline, delivery modes, and types of academic activities. Evaluation committee findings will be included in reports to the Commission and where deficiencies are found, they shall be so noted, and the Commission will act to assure that these deficiencies are addressed through follow-up reporting. If the Commission finds systematic non-compliance with the policy regarding one of more programs at the institution, the Commission will promptly notify the Secretary of Education in addition to any follow-up required by the Commission.

November 2012

* Title 34: Education CFR 668.8 (k) and (l)
STUDENT ASSISTANCE GENERAL PROVISIONS
Subpart A—General

§ 668.8 Eligible program.

(k) Undergraduate educational program in credit hours. (1) Except as provided in paragraph (k)(2) of this section, if an institution offers an undergraduate educational program in credit hours, the institution must use the formula contained in paragraph (l) of this section to determine whether that program satisfies the requirements contained in paragraph (c)(3) or (d) of this section, and the number of credit hours in that educational program for purposes of the title IV, HEA programs, unless—

(i) The program is at least two academic years in length and provides an associate degree, a bachelor's degree, a professional degree, or an equivalent degree as determined by the Secretary; or

(ii) Each course within the program is acceptable for full credit toward that institution's associate degree, bachelor's degree, professional degree, or equivalent degree as determined by the Secretary provided that—

(A) The institution's degree requires at least two academic years of study; and

(B) The institution demonstrates that students enroll in, and graduate from, the degree program.

(2) A program is considered to be a clock-hour program for purposes of the title IV, HEA programs if—

(i) Except as provided in paragraph (k)(3) of this section, a program is required to measure student progress in clock hours when—

(A) Receiving Federal or State approval or licensure to offer the program; or

(B) Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue;

(ii) The credit hours awarded for the program are not in compliance with the definition of a credit hour in 34 CFR 600.2; or
(iii) The institution does not provide the clock hours that are the basis for the credit hours awarded for the program or each course in the program and, except as provided in § 668.4(e), requires attendance in the clock hours that are the basis for the credit hours awarded.

(3) The requirements of paragraph (k)(2)(i) of this section do not apply to a program if there is a State or Federal approval or licensure requirement that a limited component of the program must include a practicum, internship, or clinical experience component of the program that must include a minimum number of clock hours.

(l) Formula. (1) Except as provided in paragraph (l)(2) of this section, for purposes of determining whether a program described in paragraph (k) of this section satisfies the requirements contained in paragraph (c)(3) or (d) of this section, and of determining the number of credit hours in that educational program with regard to the title IV, HEA programs—

(i) A semester hour must include at least 37.5 clock hours of instruction;

(ii) A trimester hour must include at least 37.5 clock hours of instruction; and

(iii) A quarter hour must include at least 25 clock hours of instruction.

(2) The institution's conversions to establish a minimum number of clock hours of instruction per credit may be less than those specified in paragraph (l)(1) of this section, if the institution's designated accrediting agency, or recognized State agency for the approval of public postsecondary vocational institutions, for participation in the title IV, HEA programs has not identified any deficiencies with the institution's policies and procedures, or their implementation, for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for programs and courses, in accordance with 34 CFR 602.24(f), or, if applicable, 34 CFR 603.24(c), so long as—

(i) The institution's student work outside of class combined with the clock-hours of instruction meet or exceed the numeric requirements in paragraph (l)(1) of this section; and

(ii) (A) A semester hour must include at least 30 clock hours of instruction;

(B) A trimester hour must include at least 30 clock hours of instruction; and

(C) A quarter hour must include at least 20 hours of instruction.

(m) An otherwise eligible program that is offered in whole or in part through telecommunications is eligible for title IV, HEA program purposes if the program is offered by an institution, other than a foreign institution, that has been evaluated and is accredited for its effective delivery of distance education programs by an accrediting agency or association that—

(1) Is recognized by the Secretary under subpart 2 of part H of the HEA; and

(2) Has accreditation of distance education within the scope of its recognition.

(n) For Title IV, HEA program purposes, eligible program includes a direct assessment program approved by the Secretary under § 668.10 and a comprehensive transition and postsecondary program approved by the Secretary under § 668.232.

(Authority: 20 U.S.C. 1070a, 1070a-1, 1070b, 1070c-1, 1070c-2, 1070g, 1085, 1087aa-1087hh, 1088, 1091; 42 U.S.C. 2753)
EDITORIAL NOTE: For FEDERAL REGISTER citations affecting § 668.8, see the List of CFR Sections Affected, which appears in the Finding Aids section of the printed volume and at www.fdsys.gov.