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Approved 10/8/2013
To Faculty Senate 10/14/2013

<http://www.wvu.edu/facultysenate>

ACADEMIC COORDINATING COMMISSION **Meeting of May 28, 2013**

CALL TO ORDER. Chair Yvonne Durham called the final meeting of the 2012-13 Academic Coordinating Commission to order at 4:03pm. There were nineteen (19) persons present. See attached roster.

APPROVAL OF MINUTES: ACC Minutes of 5/14/13 approved as written.

REPORTS:

- Chair Yvonne Durham thanked the members for attending and preparing for the final meeting at this busy time of year.
- ASVP Academics Victor Celis reported that AS hired 100 employees in the Spring. The new employees are now completing 15-hour internships. AS budget talks will start this week.
- **ANNUAL REPORTS TO ACC FROM CHAIRS OF STANDING COMMITTEES**

COMMITTEE ON UNDERGRADUATE EDUCATION (CUE) – Emily Borda, Carmen Werder, Co-Chairs

In 2012-2013, CUE engaged in initiatives to support our charge to improve the general education program at WWU. These activities accompanied the rigorous and regular course revision and approval process for the 2013-2014 academic year. Following is a summary of the initiatives undertaken during the past year.

CUE sub-groups undertook three initiatives, which the whole membership developed at the fall 2012 retreat and continued to advance both within and outside of regular CUE meetings throughout the academic year:

1. Communicate the purpose and value of our liberal arts core – the GURs (Communication Subgroup)
 - Messaging campaign
 - Emails to GUR faculty with information and tools for talking to their students about GURs
 - Emails to University and AS Presidents with suggested language about the value of liberal arts & sciences education for inclusion in convocation speeches
 - General Education website
 - Developing the organization of the website and creating content: Goal is to have a plan in place for VPUE assistant to work on during summer 2013.
 - Content added to website during 2012-13 academic year includes information about Viking Landing, Gallery of Best Practices for teaching GURs and talking about GURs with students
 - Viking Landing: Making the Most of Your GURs open house informational sessions were held in Fall/Winter/Spring 2012-13 with the highest number of student participants in fall quarter. Approximately 115 students, a dozen Academic Advisors and a half-dozen GUR faculty attended.
2. Expand development opportunities for faculty teaching the GURs related to competency 1: Analyze and communicate effectively in oral, written, and visual forms (Competency 1 Enhancement Subgroup)
 - Development of the "Link" program where intellectual and practical skills GURs are linked with disciplinary courses (motion passed). 3 Links approved as of 5/9/13.
 - Discussion of how to coordinate educational development programming through partnerships with units such as Writing Instruction Support, the Center for Service-Learning, and CIIA to offer professional development to faculty around competency 1 during 2013-14 and beyond.
3. Assess the GUR program (Assessment subgroup)
 - CUE chose Competency 1 as the focus of 2012-13 GUR assessment (motion passed)
 - Departments need to identify two GUR competencies to assess and to provide assessment data if they chose competency 1. (motion passed)
 - The sub-group is developing guidelines are being developed to aid departments in collecting and disseminating assessment data related to competency 1.

In addition to these subgroup activities, CUE has engaged in a series of steps related to restructuring WWU's general education program:

- A representative from Stanford's task force to revise general education, Jennifer Summit, visited CUE to discuss their process.

- CUE committed to initiating wholesale GUR revision (motion passed).
- CUE leadership and membership have discussed the tentative plan for GUR revision with several college- and university-level committees and administrators including the Provost.
- CUE outlined a process/timeline for GUR revision (motion passed).
- Co-chairs have drafted a white paper to make the case for GUR revision based on CUE discussions and data, which is currently under review by CUE. This white paper is to be advanced through faculty governance and posted for university stakeholders to view by the end of spring quarter 2013.

COUNCIL ON UNIVERSITY PROGRAMS - 2012-2013 Academic Year – Cristina Sampaio, Chair

In the 2012-2013 academic year, the Council on University Programs reviewed and approved 47 curricular proposals, including 14 new courses, 31 course revisions, and 2 course cancellations from Leadership Studies, International Studies, Energy Studies, and Honors. There were no curricular proposals from Women Studies. The council also reviewed and approved a proposal for a change in the International Studies minor. Throughout the year, the council reviewed and approved minutes from the above interdisciplinary programs.

GRADUATE COUNCIL 2013-2014 – Craig Dunn, Chair

The most significant change to the Graduate Council this past year had to do with the shift from a Dean/Chair model to a Faculty/Chair model. In the spirit of shared governance the Graduate Council now is self-directed by faculty, in critical collaboration with student representatives and in consultation with the Graduate School Dean and Assistant Dean. The working relationships have been tremendous across these groups, most notably evidenced by strong concurrence around establishing the principal purpose of the Graduate Council as advocacy for the interests of Western graduate students.

Three specific initiatives were delegated to subcommittees of the Graduate Council this year: 1) establishing more rigorous standards for 'stacked' courses, 2) outlining qualifications for designation as 'Graduate Faculty,' and 3) process improvements related to Graduate Program reviews. In addition to deliberation around allocation of graduate assistantships, this year was consumed with the usual volume of curriculum changes and Graduate Program reviews.

The first ever Graduate School Reception will be celebrated on commencement eve this coming June.

HONORS BOARD 2012-2013 – George Mariz, Chair

At its fall retreat the board voted to expand its membership, adding both a new faculty member and a student, the latter member being elected by the students themselves through their own Student Honors board. At the same meeting, it also discussed its strategic plan at length and worked on the plan during fall term, after which it went forward to the VP for Undergraduate Education and the Provost. It also approved a new, interdisciplinary colloquium in natural and social sciences, and at least one such colloquium will be offered next year, and more likely, two. The board will also be considering (at its next meeting) how to spend money from a recent bequest.

INTERNATIONAL PROGRAMS ADVISORY COMMITTEE (IPAC) – 2012-2013 - Kimberly Lynn, Chair

Over the 2012-13 academic year, IPAC has worked with International Programs and Exchanges (IPE) on a variety of regular business as well as on-going initiatives to develop international programs at Western. IPAC selected the recipients of the WWU Study Abroad Scholarships for the 2013-14 academic year, choosing 4 recipients and 2 alternates from a pool of 15 notably strong applications.

IPAC has reviewed continuing faculty-led study abroad programs, revisions to those programs, as well as new faculty-led programs and courses. The committee has recommended approval of programs to ACC and made suggestions to faculty about how to refine their program proposals and course syllabi. IPAC has also worked with the IPE Director to revise the Faculty-led Global Learning Program Policy and Procedure documents. This academic year, the committee has also been engaged in on-going discussion of revisions to the IPAC Faculty-led Program Guidelines and to the Faculty-led Program Application Timeline, and plans to meet one more time before the end of the academic year to finalize those documents.

The Committee has been especially interested this year in promoting the quality of the on-campus pre- and post-program components of faculty-led global learning programs. It has also been interested in making the process for proposing and leading such programs clearer and more user-friendly.

RECRUITMENT ADMISSIONS SUPPORT (RASC) 2012-2013 HIGHLIGHTS – Diana Gruman, RASC Chair, Psychology

RASC MEMBERSHIP 2013-14		
Name	Status	
Barnard, Katherine, AS	Student v	
Tian, Alice, AS	Student v	
Capron, Clara, Asst VP Enrollment & Student Services	Ex Officio nv	
Jeanne Gaffney, Interim Associate Director Admissions	Ex Officio nv	

Brunnemer, David, <i>Registrar</i>	Ex Officio nv	
Gruman, Diana, <i>Psychology, RASC Chair</i>	Faculty	
Prody, Geraldine A., <i>Chemistry</i>	Faculty	
Li, Ying, <i>PEHR, Community Health</i>	Faculty	
Dupont, Brandon, <i>Economics</i>	Faculty	
Sandvig, John C., <i>Decision Sciences</i>	Faculty	
Smith, Kent, <i>Design Department</i>	Faculty	
Read, Thomas, <i>Mathematics</i>	Faculty	

SUMMARY: We are a newly re-constituted committee. Members are enthusiastically committed to: 1) supporting the efforts of the admissions office and, 2) seeking ways to increase faculty involvement in the recruitment process. In the fall and winter, we scheduled two meetings as specified in the ACC membership description but it became clear in our January meeting that we would need to meet more frequently to address the items listed in the new charge. Three meetings were scheduled for the spring quarter. Even with monthly meetings, there was on-going concern that the committee would not be able to meet the expectations set forth in the new charge. There was also discomfort expressed because members are not experts on recruitment, admissions or retention and some felt ill-equipped to carry out some of the listed duties. The committee decided to revisit the charge in June once the RASC has had time to operate. In the January and March meetings, the committee agreed upon areas of focus. The RASC plans to make recommendations to ACC for the next year's charge based on 2012-2013 accomplishments.

Among our accomplishments this year: two policy changes to remove barriers to the recruitment of international students; in-depth discussions regarding strategies to increase faculty involvement in recruitment; discussions regarding committee goals based on admissions office needs; multiple presentations by admissions office staff to explain current programs and share admissions data; an admissions-generated flyer outlining the importance of faculty involvement in admissions; and two college-level meetings with admissions personnel, RASC committee members and faculty leaders. More such meetings are planned. The goal: college-level faculty leaders seek input at the department-level and provide feedback and ideas to the RASC to inform initiatives for next year.

Here are a few details from several meetings:

MEETING: NOVEMBER 9, 2012 (Policy Change)

The Admissions Office provided a recommendation and supporting documents to allow international students to demonstrate English proficiency via the IELTS in addition to the TOEFL. The RASC considered data that showed that most universities allow both options. Following discussion, the RASC voted to approve the proposal as presented with the additional stipulation that Admissions will provide RASC with an assessment of the impact of IELTS within two years.

MEETING: JANUARY 25, 2013 and MARCH 8, 2013 (Discussion on the Committee Charge)

The RASC spent considerable time reviewing the updated committee charge (ACC Guide 7.5, May 2012). The general consensus was that the current charge is very ambitious. One member mentioned that two meetings a quarter are not enough time to get things accomplished and suggested the committee meet at least monthly. The committee decided to focus on a smaller number of goals for the rest of the 2012-2013 school year to focus efforts and ensure that the most critical needs are met. The RASC will focus on the following elements:

- Review University enrollment goals and Admissions Office policies and practices
- Discuss and advise on current issues facing the Admissions Office
- Share updates of the number of students who have applied for admission, been admitted, and actually enrolled
- Improve communication and collaboration between Western's Admissions Office and faculty members
- Collaborate on proposals to improve recruitment efforts via the Admissions Office

VIA EMAIL VOTE: FEBRUARY 13, 2013 (Policy Change)

The RASC approved the following addition to the admission requirements for international transfer students. This proviso eliminates an obstacle for international students who may be considering Western and who have already spent two years in the U.S. improving their English skills. The new policy reads:

"In addition to meeting academic requirements for transfer students, applicants whose native language is not English must demonstrate English proficiency. English proficiency is generally demonstrated by earning a minimum Test of English as a Foreign Language (TOEFL) score of 80iBT or a minimum International English Language Testing System score of 6.5. Transfer students who have completed an Associate of Arts (AA) degree from a Washington state community college and have earned a grade of B (3.0) or better in English 101 and English 102 will not need to submit TOEFL or IELTS scores. Additionally, all international transfer students will be given a writing proficiency test during their transfer orientation to Western. Students who do not meet Western's expectations for writing proficiency will be required to enroll in bridge program coursework. Bridge courses are credit-bearing and include a 300-level composition course offered by the English Department at Western and coursework in the student's major department."

COLLEGE PRESENTATIONS

MAY 7, 2013—College of Humanities and Social Sciences, Faculty Affairs Council

Diana Gruman, RASC Chair, Leslie Gonzalez, Admissions Counselor and Jibrán Ahmed, Admissions Counselor presented information on current admissions initiatives and sought input from FAC members on ways to increase communication and collaboration.

MAY 23, 2013—College of Sciences and Technology, Policy, Planning and Budget Council

Gerry Prody, RASC Member, and Colin Watrin, Admissions Counselor have an appointment to meet with the CST PPBC to discuss faculty involvement in admissions.

SCHOLASTIC STANDING COMMITTEE (A subcommittee of RASC) 2012-2013 - June Sager, Acad&Career Services, Admin Assistant

Over the past year, the Scholastic Standing Committee reviewed 101 petitions and reinstated 64 students to return to WWU. The Committee considers a strong academic plan, above average grades earned after dismissal, and an appropriate major when reviewing petitions for reinstatement. The percentage of students reinstated has varied from 23% (2007) to 80% (2013).

APPOINTMENTS TO ACC STANDING COMMITTEES: There were multiple candidates for positions on Standing Committees, and ACC had an opportunity to review brief comments from the candidates describing their interest in the position. Following the completion of elections by paper ballot, ACC **passed a motion** (moved by Kristen Denham, second by Holly Folk), to approve the roster of the following appointments to its Standing Committees. Immediately following the meeting, ACC also approved several candidates via email:

Committee on Undergraduate Education:

Paul Chen, *Political Science, 2013-2014-* as At Large representative who teaches GURs

2013-2014: Todd Haskell, *CHSS*; Brandon Dupont, *CBE*

2013-2015: Grace Wang, *Huxley*; Julia Sapin, *CFPA*; Sylvia Tag, *Libraries*

Graduate Council:

2013-2015: Wayne Landis, *Huxley*; Roger Anderson, *Biology*; Michael Fraas, *CSD*

Honors Board

2013-2015: Tina DuRocher Schudlich, *Psychology*; Sheila Webb, *Journalism*; Kathleen Nuzum, *History*

International Programs Advisory Committee

2013-2015: Marko Madunic, *Management*; Liz Mogford, *Sociology*; Larry Estrada, *Fairhaven*

Scholastic Standing Committee (subcommittee of RASC)

Through 2016: David Hirsch, *Geology*; Mary Metzger, *English*; Cecile Hanania, *MC&L*; Massimiliano Tomasi, *MC&L*

Through 2014: Ryan Wasserman, *Philosophy*; Khim Sim, *Accounting*

REVIEW OF CURRICULUM MINUTES (Exhibit B)

	<i>CC Committee</i>	<i>Date</i>	<i>Topics</i>	<i>Mins prepared by</i>
93	College of Humanities & Social Sciences	5/10/2013	ACCEPTED: PSY courses for the 2014-15 catalog	K. Schaeffer
93a	CHSS approval ENG 690	5/22/13	ACCEPTED: ENG 690 for 2013-14 catalog	
93b	CHSS approval SOC234	5/21/13	ACCEPTED: SOC 234 for 2013-14 catalog	
94	Committee on Undergraduate Education (CUE)	5/9/2013	ACCEPTED.	Maya Price
94A	--White Paper on GURs		ACC PASSED A MOTION (moved by David Gilbertson, second by Mark Kuntz) to approve the CUE white paper on General Education Requirements for distribution and discussion.	
95	Graduate Council	4/16/2013	ACCEPTED.	Michael Barr
95a	ENG 690	5/23/13	ACCEPTED: ENG 690 for 2013-14 catalog	
96	International Programs Advisory Committee (IPAC)	5/15/2013	ACCEPTED: for 2013-14 catalog	K. Mantello
97	Honors Board	11/9/12	ACCEPTED, including Motion to increase membership	C. Pederson

Recommendations for edits to the minutes or e-forms from the Registrar/Catalog office **accepted**.

DISCUSSION:**Calendar Committee Recommendations – David Brunnemer**

ACC passed a Motion (moved by Mark Kuntz, second by Kristin Denham) to approve the Calendar Guidelines submitted by the Calendar Committee. The text of the Report and Guidelines follow:

REPORT AND RECOMMENDATIONS OF THE ACC AD-HOC CALENDAR COMMITTEE**Background**

Academic calendars must be set at least four years into the future so that faculty, staff and students can plan. Currently, academic calendars are only established through 2014-15. The Registrar proposes academic calendars based on traditional parameters, established by previous registrars. The Registrar requested faculty review and affirmation of these parameters so that he could work with the Faculty Senate to expediently set calendars through 2016-2017.

Because the calendar principally serves the academic mission of the University, the parameter request was referred to the ACC. The ACC established an ad-hoc calendar committee and charged it to "recommend parameter for setting future calendar dates and to discuss if it is desirable to equalize days in each quarter as requested for science labs, and to recommend a starting day for each quarter. "

David Rossiter (Huxley) and David Gilbertson (CBE) offered to serve on the committee as faculty and ACC representatives. Representatives from the remaining colleges were sought through the governing councils. These were Grant Donnellan (CFPA), Carol Trent (CST), Steven Woods (CHSS), Ray Wolpov (Woodring), Kathy Johnson (Fairhaven), Joan Hoffman (UFWW) and Jason Kanov (Faculty Senate). Steve VanderStaay and David Brunnemer served as non-voting members. Student ACC member Matthew Hilliard served as a voting member. Steve VanderStaay served as chair.

Approach

Because the University needs to immediately set three academic calendars, the Committee divided its work into two tasks: 1) establishing guidelines and parameters for the next three calendars and 2) recommending items for consideration in the setting of calendars following 2016-2017. These documents appear below. The guidelines and parameters follow the customary calendar structure the University has used but incorporate three important changes:

- These guidelines ground the calendar in guiding principles drawn from the University mission.
- These guidelines move us closer toward equal terms of instruction by removing one day from Fall term. The Fall day omitted is the Wednesday before Thanksgiving.
- These guidelines follow from the University mission in that they create inclusivity and model and demonstrate a respect for diversity by avoiding the use of a day of great religious significance as the start day for classes.

CALENDAR GUIDELINES

This document establishes the guiding principles by which the academic calendar is set and the annual parameters by which the principles are operationalized.

Guiding Principles

The educational mission of the University is to bring "together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities." To these ends, the calendar is designed to provide a schedule of classroom instruction that serves

- To optimize student learning.
- To create inclusivity and to model and demonstrate a respect for diversity.
- To be consistent and predictable.
- To support the health and well-being of students, faculty and staff.

Annual Parameters

1. The beginning date shown for each quarter is the first day of classes.
 - 1.a. For Fall Quarter, the earliest typical beginning date is to fall within the last two weeks of September.
2. Fall quarter classes start on Wednesday; in other quarters, classes start on Tuesday (except as noted in 2a and 2b, below).
 - 2.a. If the start of a quarter creates a first day of classes that falls on a day of great religious significance, such as Christmas, Yom Kippur, Rosh Hashanah or the first day of Ramadan, the start day shall be moved. For Fall, this occurs as follows: Because of block scheduling, each quarter has two effective first days of classes: one for T/Th classes and one for MWF classes. If a day of great religious significance falls on the Wednesday on which Fall classes are to begin, the start date remains Wednesday but is adjusted by one week, in coordination with the start date of the winter recess. If the day falls on the Thursday immediately following a Wednesday start date, the start date is moved back one day to Tuesday.
 - 2.b. If January 1 falls on Sunday, Monday is a holiday and winter term courses begin Wednesday. If January 1 falls on Monday, the start of the term is deferred to the second week of January.
3. Legal holidays in the State of Washington when classes are not held.
 - o Martin Luther King Day: third Monday of January.
 - o President's Day: third Monday of February.
 - o Memorial Day: Last Monday of May.
 - o Independence Day: July 4. If Saturday, take Friday, if Sunday, take Monday.
 - o Labor Day: First Monday of September.

- Thanksgiving Day: Fourth Thursday of November.
 - Christmas Day: December 25. If Saturday take Thursday and Friday; if Sunday, take Monday.
4. Additional holidays typically observed at Western.
- Veteran's Day: November 11. If Saturday, take Friday; If Sunday, take Monday.
 - The Wednesday before Thanksgiving.

RECOMMENDATIONS FOR FURTHER CONSIDERATION

- We recommend that the University thoroughly consider the instructional benefits of the semester system.
- The Committee finds that it is desirable to equalize days in each quarter, and instructional days of the week. However, we find no way of doing this within the current structure. Innovative methods of equalizing days of instruction do exist, though each has drawbacks that warrant consideration and discussion. Therefore, we recommend that the University thoroughly consider the costs and benefits of methods for equalizing days of instruction, and instructional days of the week, so that winter term is similar to fall and spring. Such methods include:
 - Beginning winter on a Monday.
 - Using the Monday of winter finals week as an instructional Monday.
 - Starting winter on a Tuesday but using it as a Monday (or swapping elsewhere).
- We recommend that the University publish a "Calendar of Religious Holidays and Observance," similar to that provided by the University of Washington. Apart from its usefulness in setting examination dates and other practical matters, such a calendar models institutional efforts to create inclusivity while also providing the campus with a resource for learning about religious faiths and traditions.
- <http://www.washington.edu/students/reg/religcal.html>
- We recommend that the University establish an attendance policy that officially excuses students for occasional and significant days of religious observance. This could be as simple as an "excuse without penalty" policy, as is maintained by Rutgers and other universities. Alternatively, a documentation process, such as the one we employ for medical leaves of absence, could be created.
- We recommend that the University establish procedures to assist faculty in substituting for each other on days of great religious significance.
- We recommend that the University explore means of coordinating spring break with area school districts.
- We recommend exploring changes to the traditional weeks for starting terms. If Fall were earlier Winter term could be earlier, permitting an earlier conclusion to the school year in the Spring.
- We recommend consideration of building flex days into the schedule on which classes could meet if necessary (e.g., if we have a snow day we have to make up, if we have to make up a day for the Jan 1st holiday, or if we're short a Monday).

*--end text of Calendar Report and Guidelines
(Excel calendar follows the roster)*

ACADEMIC HONESTY POLICY

Karen Stout, *Senate President*; Melinda Assink, *Assistant to the Provost*

ACC provided feedback on the current version of the Academic Honesty Policy and Procedures. ACC continues to provide feedback with the expectation that a final version will be approved Fall Quarter 2013.

ELECTION OF CHAIR AND VICE CHAIR. Mark Kuntz nominated Yvonne Durham who agreed to serve as ACC Chair in 2013-2014. Kuntz then nominated David Rossiter who has agreed to serve as ACC Vice Chair in 2013-2014. ACC approved the election of Durham and Rossiter as ACC Chair and Vice Chair.

REMARKS FROM COMMISSIONERS. Yvonne Durham thanked the commissioners for all of their time, effort, and commitment in serving on ACC this year. Commissioners thanked Durham in return for her efficient leadership.

Adjournment: 5:43 pm.

Minutes prepared by Rose Marie-Norton-Nader, 5/28/13

ACC MEETING ROSTER – 2012-2013

	<u>Voting Membership (terms ending 2014)</u>			<i>Guests</i>	
1	A – Janice Lapsansky	--	1	Lea Ann Martin, <i>Assoc Dean, CHSS</i>	P
2	B – Ron Helms, <i>Sociology</i>	P	2	David Bover, <i>Assoc Dean, CST</i>	--
3	C – Holly Folk, <i>Liberal Studies</i>	P	3	Lesley Sommer, <i>Assoc Dean, CFPA</i>	--
4	At-Lg: Kristin Denham, <i>English</i>	P			
5	I – Peter Smith, <i>Library</i>	P		<u>Guests</u>	
6	F- Stan Tag, <i>FAIRHAVEN</i>	P	1	Jennifer Keller, <i>Journalism, 2013-14 ACC</i>	P
	<u>Voting Membership (terms ending 2013)</u>		2	Karen Stout, <i>Faculty Senate President</i>	P
7	E- Yvonne Durham, <i>Economics, ACC Chair 2012-2013</i>	P	3	Melinda Assink, <i>Assistant to the Provost</i>	P
8	D – Mark Kuntz, <i>Theater, ACC Vice Chair</i>	P			
9	A- Andreas Riemann, SENATOR	P			
10	E- David Gilbertson, <i>Accounting, SENATOR</i>	P			
11	G – David Rossiter (for Troy Abel), <i>Huxley College</i>	--			
12	H – Tracy Thorndike Christ, <i>Woodring College</i>	--			
13	VPUE Steve VanderStaay (ex officio, voting)	--			
14	Victor Celis, ASVP Academics: CelisV@students.wvu.edu	P		Records: Senate Assistant	
15	Stephanie Cox / Student rep cox4@students.wvu.edu	--	1	Rose Marie Norton-Nader, <i>Recorder</i>	P
16	Matthew Hilliard /Student rep hiliam@students.wvu.edu	P	2	Zach Sisco, <i>Distinguished Student Employee</i>	P
17	Nicholas Doherty, Student rep	--			
18	Dave Brunnemer, <i>Registrar (nv)</i>	P			
19	Lisa Zuzarte, <i>Catalog Coordinator (nv)</i>	P		TOTAL Present: May 28, 2013	19

WWU Proposed Calendar 2014-2017 (To ACC from David Brunnemer, 5/28/2013)

		2014 – 2015	2015-2016	2016-2017
Fall Quarter	<i>First Day of the Academic Year, Classes Begin</i>	September 23rd (Tuesday)	September 30th (Wednesday)	September 21st (Wednesday)
	Veterans Day Holiday	November 11th (Tuesday)	November 11th (Wednesday)	November 11th (Friday)
	<i>Wednesday of Thanksgiving Recess</i>	November 26th, No Classes, <i>University remains open</i>	November 25th, No Classes, <i>University remains open</i>	November 23th, No Classes, <i>University remains open</i>
	Thanksgiving Recess	November 27th & 28th (Thursday & Friday)	November 26th & 27th (Thursday & Friday)	November 24th & 25th (Thursday & Friday)
	Final Examination Week	December 8th - 12th (Monday - Friday)	December 14th - 18th (Monday - Friday)	December 5th - 9th (Monday - Friday)
	Fall Commencement	December 13th (Saturday)	December 19th (Saturday)	December 10th (Saturday)
Winter Quarter	Classes Begin	January 6th (Tuesday)	January 5th (Tuesday)	January 4th (Wednesday)
	Martin Luther King Jr., Day Holiday	January 19th (Monday)	January 18th (Monday)	January 16th (Monday)
	President's Day Holiday	February 16th (Monday)	February 15th (Monday)	February 20th (Monday)
	Final Examination Week	March 16th - 20th (Monday - Friday)	March 14th - 18th (Monday - Friday)	March 13th - 17th (Monday - Friday)
	Winter Commencement	March 21st (Saturday)	March 19th (Saturday)	March 18th (Saturday)
	Classes Begin	March 31st (Tuesday)	March 29th (Tuesday)	March 28th (Tuesday)
Spring Quarter	Memorial Day Holiday	May 25th (Monday)	May 30th (Monday)	May 29th (Monday)
	Final Examination Week	June 8th - 12th (Monday - Friday)	June 6th - 10th (Monday - Friday)	June 5th - 9th (Monday - Friday)
	Spring Commencement	June 13th (Saturday)	June 11th (Saturday)	June 10th (Saturday)
	Classes Begin	June 23rd (Tuesday)	June 21st (Tuesday)	June 20th (Tuesday)
Summer Quarter	Independence Day Holiday	<i>observed</i> , July 3rd (Friday)	July 4th (Monday)	July 4th (Tuesday)
	Six-Week Session Ends	July 31st (Friday)	July 29th (Friday)	July 28th (Friday)
	Nine-Week Session Ends	August 21st (Friday)	August 19th (Friday)	August 18th (Friday)
	Summer Commencement	August 22nd (Saturday)	August 20th (Saturday)	August 19th (Saturday)