

Creating Curriculum at Western

The 2009-2011 Academic Coordinating Commission Handbook



*Faculty Senate Charge to the Academic Coordinating Commission
(from the Bylaw of the Faculty Handbook approved Dec 2008)*

See: <http://www.acadweb.wvu.edu/senate>

ACC Handbook, 2009-20011 edition.

This handbook is published biannually.

A PDF version is updated and is available on the web

At <http://www.acadweb.wvu.edu/senate/acc/index.htm>

Additional copies can be obtained from

the Faculty Senate Office, OM350, Ext6808, MS9020

Changes to this handbook can be brought forward to ACC throughout the year. Changes take effect upon review and approval of the Faculty Senate and the handbook will be updated on the web. The printed handbook is updated every two years.

COVER PHOTO: "Rain Forest" 1959. Installed 1960. © James FitzGerald

Installed in 1960, "Rain Forest" was Western's first outdoor public work and FitzGerald's first bronze fountain. Similar to other sculptures by FitzGerald, this work refers to the natural resources of the Northwest.... Within the bronze work of the horizontal structure are screens with calligraphic patterns referring to the close connection between our region, China and Japan. Photo credit: David Scherrer

APPENDICES: All Appendices to this Guide are part of the ACC Handbook and are subject to the same approval processes as the Handbook itself. The Appendices have been created for ease of locating specific information.



APPENDIX 1

CREDIT HOURS AND PROGRAMS IN THE WASHINGTON ADMINISTRATIVE CODE

Washington Administrative Code definition of a credit hour.

(18) "Credit hour" means the unit by which an institution measures its course work. The number of credit hours assigned to a course is defined by the number of hours per week in class and preparation and the number of weeks in a term. One credit hour is usually assigned for three hours of student work per week or its equivalent. The three hours of student work per week is usually comprised of a combination of one hour of lecture and two of homework or three hours of laboratory. Semester and quarter credit hours are the most common systems of measuring course work. A semester credit hour is based on at least a fifteen week calendar or its equivalent. A quarter credit hour is based on at least a ten week calendar or its equivalent. WAC250-61-050.

The following WAC 250-61-100 provides academic program requirements:

- (1) Educational programs. Each program shall require the completion of a prescribed program of study leading to the attainment of competence in an interdisciplinary area or specific field of study. Programs shall generally meet the guidelines or standards of the accrediting association(s) to which the institution would apply for institutional or program accreditation.
- (c) The baccalaureate degree shall require at least one hundred eighty quarter credits, one hundred twenty semester credits, or four full academic years of postsecondary study. The degree shall require approximately two academic years of study in a distinct major and related subjects and, as a minimum, twenty-five percent of the program shall be in general education curricula
- (h) Home study, correspondence, and electronic media program(s) of study must be comparable in content, faculty, and resources to those offered in residency, and include regular student-faculty interaction by computer, telephone, mail, face-to-face meetings.
- (i) Undergraduate credit for noncollegiate learning may be awarded when validated through a portfolio or similar procedure. The institution shall maintain copies of examinations, portfolios, and evaluations used in this process. Noncollegiate learning credit shall constitute no more than twenty-five percent of an undergraduate degree program.

Definition of Credit Hour (from the 2006-2008 ACC Handbook)

Credit hours are assigned to a class based on the amount and type of work expected from a typical student in class. Classes will be assigned one credit for each hour of classroom discussion or lecture, and one credit for every two hours of laboratory or studio practice/rehearsal involving some preparation or reporting. Classes using different formats for at least part of the course will be assigned credit for amounts and types of work equivalent to those described above. When such a component is proposed, the type and amount of work involved must be described in detail. In particular, the activity for which credit is assigned must be structured and occur at regular or periodic intervals throughout the course; faculty must supervise and evaluate students' work in this activity.

The Academic Coordinating Commission is charged with the responsibility of reviewing courses to determine whether they are legitimate offerings, including consideration of the number of credit hours awarded based on the content and pedagogy of the course. College and Library Curriculum Committees are expected to subject courses and their pedagogy to a rigorous review to ensure appropriate and consistent granting of credit hours prior to forwarding course proposals to the ACC.

APPENDIX 2

Special Information re Students (available in the CATALOG)

ACADEMIC HONESTY

The ACC reviewed and revised the Academic Honesty Policy in the current catalog. The ACC also prints a “Plagiarism Brochure” for student use. A copy can be downloaded from the ACC website.

DEFINING A “FIRST YEAR STUDENT”:

A *First Year Student* for the purposes of stating a prerequisite for FYE courses is any student with fewer than 45 credits, no matter the origin of the credits.

FIRST YEAR EXPERIENCE (FYE) and FIRST YEAR STUDENT - ELIGIBILITY

The prerequisite for FYE courses is: *FYS status or permission of instructor.*

EARLY DECLARATION OF A MAJOR – [catalog,]

Soon after their arrival at Western, students should contact a departmental adviser to discuss the course of study leading to a major. Students are required to apply for an intended major **before they complete 60 credits, or at the time of admission if 60 or more credits are being transferred to Western.** Application must be made directly to the department that offers the intended major. Students who fail to declare a major by the time they reach 120 credits may not register.

60 CREDIT HOURS ADVISING REQUIREMENT – [catalog]

Students are expected to meet with the adviser of the academic department of their choice or an adviser in the *Academic Advising* or *Career Services Centers* regarding choice of a major by the time they complete 60 credits or during the first quarter of enrollment if 60 or more credits are being transferred to Western. [catalog]

GENERAL EDUCATION REQUIREMENTS*. The GER Committee established which General Education Requirements a student must satisfy: *Each student must satisfy the general education requirements contained in a single issue of the University Catalog. This may be the Catalog issued the year the student entered Western or any subsequent year.* For a student to claim the requirements in the *Catalog* in effect at the time of matriculation, the student must not miss two consecutive non-Summer quarters. (2005)

*GER requirements for graduation are not to be confused with General University Requirements (GURs) which are usually completed prior to entering the major. GERs usually require a WP course following completion of the GURs.

APPENDIX 3

Changing Course Rubrics: Requirements

Change of rubrics involves changing inter-related information across the university. The Registrar 's office is best able to clarify what needs to be done to initiate this move in any given situation. The Registrar has provided the following list of requirements for changing rubrics. Any such rubric change must be approved by ACC.

Requirements:

1. **Course Cancellations for all the courses in question**
Fill in the Request for Course Revision or Cancellation.
2. **New Course Requests for all the new subject rubrics in question**
Fill in entire New Course Request form.
3. **Revision of GUR/FYE course if necessary**
If certain GUR/FYE courses are affected, the essential information, course title, GUR classification, and new title can be forwarded to the GUR committee.
4. **Revision of Major/Minor requirements for all programs (including graduate) that will be affected by the subject rubric change. This means catalog as well as CAPP encoding.**
 1. *Identify all programs that will be subject to the change.*
 2. *Use the find function in the PDF version of the catalog to identify places where a course change may need to take place. According to the Monahan Rule this would require notifying departments affected by the change in curriculum*
 3. *Initiate course change forms.*

Prerequisite equivalencies for all the subject rubric changes

1. *Identify other department course prerequisites that may be affected by the rubric change.*
2. *Again, search the PDF Catalog to ensure that pre-requisites are included in the new course descriptions.*
3. *Update or revise prerequisites for courses with rubric changes.*

Equivalencies for all the subject rubric changes (COURSE REPEATS).

Note that the generated reports do not necessarily catch all the repeats in question.

Please be sure to get department approval so that everyone understands the level of "repeating" that is allowed. With all of this, please confer with the Chair of the Curricular Committee and the Chair of the Department when finalizing forms to ensure understanding across the department.

5. **Transfer equivalencies and subject rubric changes. Impact on Transfer Equivalency and Articulation.**
6. **Course Fees requests need to be cancelled or separate form needs to be prepared by the department.**
7. **Maintenance of Academic History and Records.**
8. **Changes to Major Guides and the Degree Planning Guide.**

A summary of departmentally-approved actions are to be forwarded to ACC.



APPENDIX 4

For ASSISTANTS: SAMPLE CURRICULUM MINUTES

The ACC has developed this document as a *sample* for curriculum committees to follow. We have drawn from the minutes of several colleges in developing this sample.



COLLEGE OF COMMERCE AND WHIMSY CURRICULUM COMMITTEE MINUTES November 29, 1865

Minutes Approved by CCW Imaginary Policy Council: December 5, 1865

Forwarded to ACC on December 7, 1901.

PRESENT: A.A. Milne (Chair), Lewis Carroll, Peter Pan, Catherine Alpha-Jones, Victor Hugo, Misty May, Brian Phelps

ABSENT: Adam Smith, Mary Henrietta Kingsley, Mme Isabella

(Record both those present and those absent. A quorum (1 more than half of the voting members) is required for official activity.)

RECORDING SECRETARY: Wilhelmina Casablanca

ACTIONS ON STUDENT PETITIONS:

The ACC would prefer that you not include student names in minutes. In the case of sensitive information, such as a waiver due to a disability, student number should be used, or the term “Chris Doe”. Names may be used in student-designed majors.

Here are a few examples that are completely fictitious:

Roberta Frost, student-designed major, “Aesthetic and economic consequences of a snowy day,” Dr. Tenzig Norgay, advisor. APPROVED

Student W00498726, waiver of Thai cooking requirement due to documented allergy to peanuts. APPROVED

REQUEST FOR NEW COURSE:

ACCT 462 Advanced Auditing, 4 credits

Prerequisite: ACCT 461

Rationale for prerequisite:

Must have the first Auditing course before taking advanced.

Other courses affected by prerequisite requirement: NONE

Catalog description:

In-depth exposure to the theory and practice of professional auditing. Topics may include auditing theory and research; economic function of audits; professional standards and malpractice; new auditing techniques and services. Cases, reading, individual research and discussion.

Rationale/Goals:

To provide a more in depth exposure to professional auditing. Especially suited for those students who want to pursue careers in auditing.

Action: Approved by unanimous vote.

Other possible actions could be approval by a majority vote, disapproved, tabled, or approved and forwarded to either Graduate Council or TCCC as appropriate.

REQUESTS FOR COURSE REVISION OR CANCELLATION: (Note: -- column one can be copied, and the use of "strike-through" for old material, and underline for new material is easiest for commissioners to read and understand. Please make use of these computer tools)

REQUEST FOR COURSE REVISION OR CANCELLATION:

ART 109 Visual Dialogue, 3 credits

- ❖ Change in prerequisite.
- ❖ Change in description.

Action: Approved by unanimous vote.

Present Language	Proposed Language
<p>109 VISUAL DIALOGUE (3)</p> <p>Open to all students with the exception of a number of seats reserved for art majors each quarter. Art pre-majors are advised to take ART 109 in their first or second quarter concurrently with ART 110. Introduction to ideas and artists in 20th century art with an emphasis on the contemporary. Examines concepts of content, meaning, and cultural interrelationships in art, and questions the nature, function, and importance of art in contemporary society.</p>	<p>109 VISUAL DIALOGUE (3)</p> <p>Open to all students with the exception of a number of seats reserved for art majors each quarter. Art <u>studio</u> pre-majors are advised to take ART 109 in their first or second quarter concurrently with ART 110. Introduction to ideas and artists in <u>19th and 20th</u> century art . with an emphasis on the contemporary. Examines concepts of content, meaning, and cultural interrelationships in art, and questions the nature, <u>function, and</u> importance of art in contemporary society.</p>

FINAL COPY: Where changes are extensive please provide a third version that is final copy. If unchanged copy exceeds a paragraph or two in BOTH columns please indicate that in the following way: "...TEXT UNCHANGED..."

❖ **Program Revision Forward to TCCC:**

ART 383 Public Genre Art Education, 4 credits

- ❖ Change in prerequisite.

Present Language	Proposed Language
383 PUBLIC GENRE ART EDUCATION (4) Prereq: completion of foundation courses: ART 109, 110, 120 and 130. Opportunity to engage the community with art projects that foster diversity and public collaboration in conjunction with the study of the sociopolitical understanding of the site, population and audience.	383 PUBLIC GENRE ART EDUCATION (4) Prereq: completion of foundation courses <u>100-level requirements</u> . Opportunity to engage the community with art projects that foster diversity and public collaboration in conjunction with the study of the sociopolitical understanding of the site, population and audience.

Reason for revision: program revised.

FINAL COPY: Where changes are extensive please provide a third version that is final copy.

DNC 139 Beginning Jazz Dance, 2 credits

- ❖ Change in title.
- ❖ Change in description.

Present Language	Proposed Language
139 BEGINNING JAZZ DANCE (2) Exploration of a variety of jazz dance styles through development of beginning jazz movement vocabulary. Repeatable to a maximum of 6 credits. S/U grading.	139 BEGINNING JAZZ DANCE <u>MOD-HOP I</u> (2) Exploration of a variety of jazz dance styles through development of beginning jazz movement vocabulary. <u>A fusion of contemporary dance styles including Hip-Hop, African, Jazz and Modern dance. Emphasis on rhythm, conditioning, isolation and individuality.</u> Repeatable to a maximum of 6 credits. S/U grading.

Reason for revision: More accurately describes course content.

Action: Approved by unanimous vote.

DNC 237 Functional Alignment, 2 credits

- ❖ Change in prerequisite.

Present Language	Proposed Language
237 FUNCTIONAL ALIGNMENT (2) Prereq: One year of dance technique or permission of instructor. An internal exploration of functional alignment and its practical application towards movement and dancing. Experiential exercises that will enable the development and increased awareness of anatomical alignment and its relationship to range of motion, flexibility, strength, and movement potential. Repeatable to a maximum of 6 credits.	237 FUNCTIONAL ALIGNMENT (2) Prereq: One year of dance technique <u>DNC 236 (Dance Anatomy and Kinesiology)</u> or permission of instructor. An internal exploration of functional alignment and its practical application towards movement and dancing. Experiential exercises that will enable the development and increased awareness of anatomical alignment and its relationship to range of motion, flexibility, strength, and movement potential. Repeatable to a maximum of 6 credits.

Reason for revision:

Revision: Dance Anatomy and Kinesiology is a new course in the dance program that is now the prerequisite for Functional Alignment. This allows Functional Alignment to be a more experiential course with the more theoretical components being addressed in the Anatomy/Kinesiology course.

THTR 351 Creativity Across the Curriculum, 3 credits

- ❖ Change in credit.
- ❖ Change in description.

Action: Tabled pending discussion.

Present Language	Proposed Language
351 CREATIVITY ACROSS THE CURRICULUM (3) Principles and methods for using creative activity as a method for teaching subjects across the curriculum.	351 CREATIVITY ACROSS THE CURRICULUM (↔ 4) Principles and methods for using creative activity as a method for teaching subjects across the curriculum. <u>Instructional methods in theatre arts for grades K-12; design, analysis and practical application of theatre arts techniques and pedagogy across the curriculum.</u>

Reason for revision:

The course has been revised to more clearly align with pedagogical theory and application taught in Woodring College of Ed. The course now has an equal emphasis on practicum exercises and instructor/peer evaluations of teaching methods and effectiveness as well as exploring principles of creativity in designing and teaching various areas of curriculum. The change in credit hours reflects the change in academic rigor of the course -the students currently meet four hours per week plus their outside practicum activities.

Action: Approved by unanimous vote.

REQUEST FOR REVISION OF A MAJOR OR MINOR:

Present Language	Proposed Language
Major — Art — Design 82 credits The Design area of the Department of Art identifies design as the communication of ideas. (no changes).... Students learn to combine personal expression and critical thinking as they create solutions that connect industry to an audience and themselves to the world. Students meet with an advisor after completing the 200-level courses to write a formal plan of study and declare the Art Major: Design concentration. A portfolio review is held each spring; the portfolio is based on a selection of work from 300-level design classes. After successful completion of the portfolio review, students are cleared to enroll in 400-level design classes with emphasis in design production, graphic design and new media. All students enroll in Professional Practices in Design (ART 479).	Major — Art — Design 82 80 credits The Design area of the Department of Art identifies design as the <u>visual</u> communication of ideas. ... (no changes)... . Students learn to combine personal expression and critical thinking as they create solutions that connect industry to an audience and themselves to the world. Students meet with an advisor after completing the 200-level courses to write a formal plan of study and declare the Art Major: Design concentration. A portfolio review is held each spring; the portfolio is based on a selection of work from 300-level design classes. After successful completion of the portfolio review, students are cleared to enroll in 400-level design classes with emphasis in design production, graphic design and new media. All students enroll in Professional Practices in Design (ART <u>DSGN</u> 479).

<p><input type="checkbox"/> 100-level courses (12 credits)</p> <ul style="list-style-type: none"> • Foundation courses: ART 109, 110, 120, 130 • In the design area, students enter the department as premajors; students must meet with an advisor before taking 200-level courses <p><input type="checkbox"/> 200-level courses (24 credits)</p> <ul style="list-style-type: none"> • A/HI 220a or b, 230a or b, 240a or b (9 credits) • A/HI 211 (3 credits) • ART 251, 252, 270 (12 credits) • After completing the 200-level design classes, students must meet with an advisor to write a formal plan of study and declare the Art Major: Design concentration <p><input type="checkbox"/> 300- or 400-level courses (46 credits)</p> <ul style="list-style-type: none"> • ART 352, 371, 372 • 8 credits selected from ART 354, 377, 379 • A design student must successfully complete a portfolio review at the end of the junior year for admission to 400-level classes • 400-level senior sequence with emphasis in graphic design, design production, or new media (15 credits) • Professional Practices: Design (3 credits) • 8 credits of 300- or 400-level art history, including A/HI 312 	<p><input type="checkbox"/> 100-level courses (12 <u>6</u> credits)</p> <ul style="list-style-type: none"> • Foundation courses: ART 109, 110, 120 130 • In the design area, students enter the department as premajors; • Students must meet with an advisor before taking 200-level courses <p><input type="checkbox"/> 200-level courses (24 credits)</p> <ul style="list-style-type: none"> • A/HI 220a or b, 230a or b, 240a or b (9 credits) • A/HI <u>DSGN</u> 211 (3 credits) • ART <u>DSGN</u> 251, 252, 270 (12 credits) • After completing the 200-level design classes, students must meet with an advisor to write a formal plan of study and declare the Art Major: Design concentration <p><input type="checkbox"/> 300- or 400-level courses (46 credits)</p> <ul style="list-style-type: none"> • ART <u>DSGN</u> 352, 371, 372 • 8 <u>12</u> credits selected from ART <u>DSGN</u> 354, <u>374</u>, 377, 379 • A design student must successfully complete a portfolio review at the end of the junior year for admission to 400-level classes • 400-level senior sequence with emphasis in graphic design, design production, or new media (15 credits) • Professional Practices: Design (3 credits) • 8 credits of 300- or 400-level art history, including A/HI 312
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❖ Revisions indicated.

Reason for revision:

Clarify catalog organization. Total credits have gone from 82 to 80 due to Foundation Courses revision.

COURSE CANCELLATIONS:

MGMT 430 Cases in Business Communications, 4 credits

Reason for cancellation: This course is no longer offered

Action: *Approved by unanimous vote.* (Other possible actions could be approval by a majority vote, disapproved, tabled, or approved and forwarded to either Graduate Council or TCCC as appropriate.)

(Reason for cancellation: A special course number for MIS topics is not necessary as we can use the existing 417 Special Topics Number. Action: *Tabled pending a report of impact on current students.*)

APPENDIX 5

COURSE NUMBERING: TECHNICAL ISSUES FOR DEPARTMENTS AND COLLEGES

In 2005 *Degree Evaluation and Transfer Articulation, Curriculum Advising and Program Planning (CAPP)* software was introduced which enables students to immediately track achieved credit hours for their major and minor degree programs.

Use of alpha suffixes on course numbers can cause problems in three areas of responsibility in the Registrar's Office: *degree audit, course repeat tracking, and prerequisite checking.*

I. Degree audit

- a) **CAPP** encoding is complicated when a requirement limits the number of credits to a certain level (200-, 300-, 400-, etc.) and there are courses at that level with alpha suffixes. For example – the requirement is 10 credits at the 400-level. In some cases it may require multiple lines of encoding (400-4xx, 4000-4xxx) and with multiple lines of encoding there is no way to limit 400-level courses to 10 credits. We can limit each line to 10 credits or each line to 5 credits – but neither of those will work for every student in all circumstances.
- b) Unique static course numbers can be encoded in **CAPP** with a high level of confidence. In other words, if a required course always is offered as 352C, **CAPP** can easily monitor it for completion by a given student.
- c) Course number and subject code changes create an additional level of complexity making the encoding more difficult. If 352 is changed to 352D in the new catalog, **CAPP** must be encoded so that the 352 in the 05-06 catalog is equivalent to 352D in the 06-07 catalog. (While this isn't an alpha suffix problem per se, there are frequent changes involving the addition of the alpha characters.)

II. Course repeat checking

- a) As with degree audit, a range of numbers (e.g., 350A-Z) makes it very difficult to check for repeats. If course is not repeatable for credit but a student takes 350A and later takes 350H, the system may flag 350A as having been repeated.
- b) Repeat checking also is complicated by course number changes. For example, a department recently changed a course number from 238 (which was repeatable) to 238A and they also added a 238B and 238C, none of which is to be repeatable. Students who had taken 238 and then took 238A were not caught by the system because the machine recognized 238A as a different course.

III. Prerequisite checking

The same difficulties listed for course repeats will cause problems in prerequisite checking.

APPENDIX 6 IMPACT OF INTERNAL REORGANIZATION PROPOSALS

REORGANIZATION OF UNIVERSITY UNITS

ACC recognizes the authority of some university units to initiate a reorganization designed to strengthen that unit administratively. The ACC is charged with the review of all curricular matters, and the ACC shall routinely review internal administrative reorganization proposals that affect the *academic* sections of the Catalog for possible curricular effects.

ACADEMIC REGULATIONS CHANGED

Proposed changes in academic regulations will be reviewed by respective College Curriculum Committees or ACC Standing Committees and Councils. Committee actions will be reflected in minutes, which in turn are forwarded to the ACC for consideration. Changes in academic regulations which have been approved by the College Curriculum Committees will be forwarded, as informational items, to the editor of the Catalog for inclusion in the next edition.

APPENDIX 7

ACC CURRICULUM *WORD FORMS*

The following is a list of the *Word forms* to be attached to *E-Sign forms* prior to routing. A sample of each *Word form* is available for your convenience. You may also access these forms on the Registrar's home page or through the Faculty Senate website link to the ACC.

- 1- [New Course Form](#)
- 2- [New University Wide Course Form](#)
- 3- [Course Revision or Cancellation Form](#)
- 4- [New Major or Minor Form](#)
- 5- [Revision or Cancellation of Major or Minor Form](#)
- 6- [New Master's Degree Form](#)
- 7- [Revision or Cancellation of Master's Degree Form](#)
- 8- [FYE Course Proposal Form](#)
- 9- [GUR Course Proposal Form](#)
- 10- [FYE Course Revision Form](#)
- 11- [GUR Course Revision Form](#)

Remember, these **ACC Word forms** must be completed by a faculty member and submitted as *attachments* with an **ACC E-sign form** prior to routing to his/her Chair or the Chair's representative.

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Edens Hall. Courtesy of WWU Photo Archive



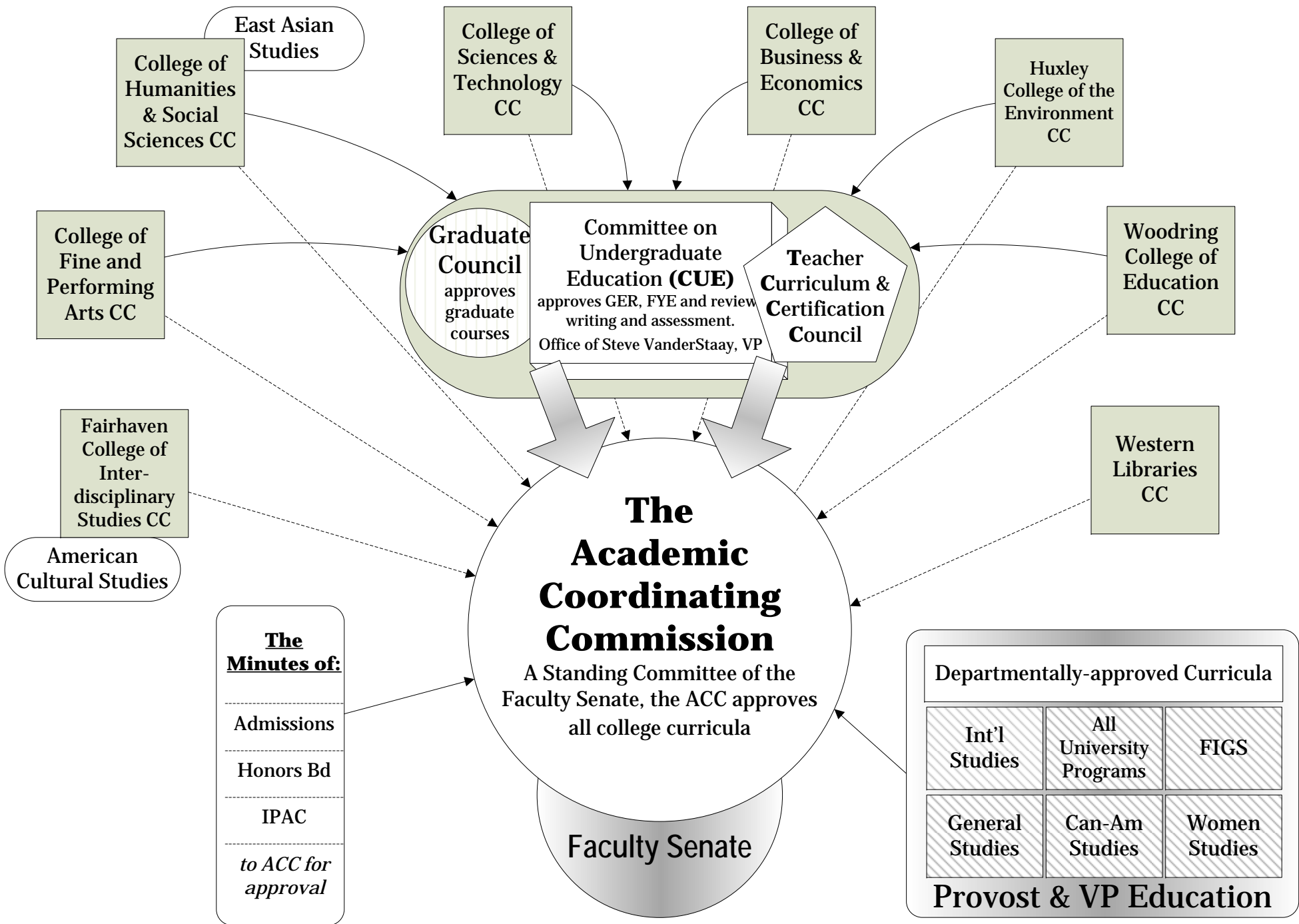
Huxley College of the Environment Map Library
Photo: Courtesy of WWU Photo Archives

The Academic Coordinating Commission Is a standing committee
of the Faculty Senate of Western Washington University

For current chair, membership information and forms,
please visit Faculty Senate Website at <http://www.acadweb.wvu.edu/senate>

Here you will also find a link to the MEMBERSHIPS and another link to the ACC website at
<http://www.acadweb.wvu.edu/senate/ACCnews.htm>

For other information related to ACC, please contact the Faculty Senate Office
PH 6808, FX 3100, MS9020, or RoseMarie.Norton@wwu.edu



Curriculum Routing Chart
August 2009