

Course Proposal Style Guide

This style guide follows the basic outline of the Course Proposal forms in [Curriculog](#) and is intended as a supplement to be consulted when submitting a course proposal. Much of the same information may be viewed in the Help Text on the Course Proposals.

Department:

The department to which the course subject code belongs. Note there are distinct departments at the undergraduate and graduate levels. Choosing the correct department and academic level is important as this field determines the approval workflow for the course and cannot be changed once the submission is launched.

Course Subject:

If a subject code does not yet exist in the dropdown, notify curriculum staff of the School to which the course belongs to have it added to the selection criteria.

Course Number:

Must be three digits. Allows for up to two valid suffix letters in some instances (e.g. "HL" designates Honors Lab).

Course Title:

Also known as the "long course title." Has no character limit. Used in the academic catalog.

Abbreviated Title:

Also known as the "short course title." Must be limited to 30 characters including spaces, but try to make the title as full and clear as possible within that limit. Used in the online schedule, class registration, and in most instances, student transcripts. See [Appendix A](#) below for additional standards related to abbreviated course titles.

Allow variable course section titles:

Checking this box indicates that individual sections of the course are allowed to use a different title than the one listed on the course proposal. Variable titles must be specified by section and term, and will revert to their standard abbreviated title when the course is offered in future terms. Also note that variable titles will be what displays on the class schedule and student transcripts.

Fixed/Variable Units:

Distinguishes whether the course is always offered for the same number of units or can have various unit amounts. If fixed, use only the "Units" field below and leave the "Lower Unit Limit" and "Upper Unit Limit" fields blank; vice versa if units are variable.

Lower Unit Limit:

The minimum unit amount a variable course can be offered.

Upper Unit Limit:

The maximum unit amount a variable course can be offered.

Course Description:

Used in the academic catalog and online schedule. Should be as succinct as possible, not exceeding 75 words, and limited only to the content of the course. When composing course descriptions:

Do:

- *Begin sentences with active verbs (e.g. “Investigates...” or “Explores...”) or fragments (e.g. “Introduction to...” or “Study in...”)*
- *Write in the third person present tense*
- *Use a comma before “and” or “or” in a series (e.g. Athens, Rome, and Alexandria)*
- *Use the word “course” sparingly*

Do not:

- *Include administrative notes (e.g. “Offered Fall semesters” or “Not intended for Engineering majors”), advertisements for the course, or syllabus- and schedule-related information*
- *Begin sentences with filler words or redundant phrases (e.g. “This course will...” or “In this course, we will...” or “This instructor-led seminar...”)*
- *Pose rhetorical questions*
- *Use specialized terminology and discipline-specific jargon that will confuse general readers*
- *Use pronouns like “you” and “we”*

Grading Option:

Courses with multiple grading options will be set to “Normal Letter Grade” as the default mode and “P/NP” or “S/U” as the non-default, unless otherwise specified. During registration, Banner will set student records to the default mode automatically, but where applicable, individual students may request to use a non-default grade option by completing a [Grade Mode Change form](#) through the Registrar’s Office.

Undergraduate:

Valid grading options are “Normal Letter Grade only,” “Normal Letter Grade with Pass/No Pass option,” and “Pass/No Pass only.” Banner does not have the capability of controlling automatically for student-specific grade options at the time of registration (i.e. “Pass/No Pass Option for non-majors only”). This must instead be coordinated manually through the MyDegreePath system, a student’s academic advisor, and the individual registration record in Banner.

Graduate:

Valid grading options are “Normal Letter Grade only,” “Normal Letter Grade with Satisfactory/Unsatisfactory option,” and “Satisfactory/Unsatisfactory only.”

Cross-listing:

Crosslisting refers to courses within the same academic level, with different subject prefixes and/or course numbers, that meet together with the same instructor(s) as one class. Each crosslisted course must have its own course proposal to match its corresponding crosslisted course(s). Effective terms should be consistent for each course proposal. Crosslisted courses must have the same requirements, number of units, requisites, title, course description and anticipated resources. If the courses originate within different Schools, each School’s curriculum committee and dean must approve their own course.

Conjoined:

Conjoining indicates courses across different academic levels (i.e. UG and GR), with different subject prefixes, titles, and/or course numbers, that meet together with the same instructor(s) as one class. Similar to crosslisting, conjoined courses must each have their own course proposal with consistent effective terms and must be reviewed and approved through the regular procedure for their own academic levels (i.e. through UGC for undergraduate and GC for graduate). Aspects like course description, units, requirements, and other details do not necessarily have to be identical between conjoined courses.

Provide justification for conjoining courses:

Per Academic Senate Regulation SR 762, when undergraduate and graduate courses are conjoined, faculty must provide information about which parts will be shared and how courses of the higher academic level will differ from those of the lower.

Effective Term:

The term the new course or the course changes will go into effect. In the dropdown menu, the first four digits of the code designate the year and the last two digits designate the term (10 = Spring, 20 = Summer, 30 = Fall). For example: 202030 indicates 2020 Fall. When determining the effective term for a proposal, be sure to adhere to the [submission deadlines](#) set by UGC and GC each academic year.

Discontinuance Term:

Similar to Effective Term, this is the term the course deactivation will go into effect.

Reasons for Request:

*Select **all** changes being made throughout the course proposal, accounting for not only additions to the course but also deletions (e.g. if removing a class level restriction, delete it from the restriction field below and also note the change here). This section of the form is consulted heavily during the course approval process, so it is essential to ensure any changes being made to the course are identified.*

Brief Explanation of Change(s):

Explain briefly why the new course is being introduced or the existing course modified. This is also the appropriate place to include administrative notes or details about the course that cannot be explained elsewhere on the proposal form.

Prerequisite Courses:

*Enter **all** prerequisite courses and any equivalent prerequisites. "Equivalents" include competency exams, crosslisted or conjoined courses, and equivalent courses. C- is the default minimum grade for undergraduate prerequisite courses, and B the default minimum grade for graduate prerequisite courses. If you would like a higher minimum grade for certain prerequisites, specify the course and the minimum grade.*

Do:

- Use "and," "or," and parentheses to delimit the prerequisites [e.g. (HIST 016 and HIST 017) or (HIST 010 and HIST 011)].

Do not:

- Use commas or other ambiguous punctuation.
- List prerequisites with a concurrent option, as this is intended for the next field.

- Include major or class level restrictions here, since these also have their own designated fields.
- Use generic prerequisites like “Any lower-division course in the major” or “Any two courses from this group of courses.” Banner requires prerequisites to be written with clearly defined course numbers, like the example in the “Do” section above.
- Add “Or instructor consent” as a prerequisite. This option is assumed of every course and is managed through the Office of the Registrar’s [Course Requisite Override form](#).

Prerequisite Courses with Concurrent Option:

The same guidelines as the “Prerequisite” section apply here, the only distinction being these are prerequisites students can complete before or at the same time as the proposed course.

Corequisite Courses:

Courses that students are required to take during the same term as the proposed course. Any course listed here will be required for all students, not optional for some. Corequisites may be set up as one-sided (e.g. enrolling in BIO 001L also requires enrollment in BIO 001, but not vice versa). If the corequisite is double-sided, then the course proposals for both courses must reflect each other.

Mutually Exclusive Courses:

Courses that students should not be allowed to enroll in due to similarity of content with the proposed course (e.g. students cannot enroll in and receive credit for both MATH 011 Calculus for Non-Science Majors and MATH 021 Calculus for Science Majors). Banner is configured to prevent enrollment in mutually exclusive courses during the student registration process.

Illegal Sequence Courses:

Courses that students should not be allowed to enroll in after successfully completing the proposed course (e.g. Students cannot pass SPAN 004 and then later enroll in SPAN 001). Banner cannot be configured to prevent enrollment in illegal sequence courses during the registration process; instead these scenarios must be accounted for manually through academic advising and the MyDegreePath system.

Major/Minor Restriction:

Banner reads major/minor restrictions as “and” requirements in relation to other prerequisites and restrictions (e.g. prerequisite of MATH 021 and MATH major). Statements like “MATH 021 or MATH major” cannot be configured. Like prerequisites, the “Or instructor consent” option is always assumed.

Indicate whether the selected majors/minors should be allowed (“Open only to”) or not allowed (“Not open to”) to enroll in the course:

Specifies whether the major/minor restrictions selected above allow or prevent students in these programs to enroll in the proposed course.

Class Levels Allowed to Enroll (Undergraduate Only):

Limits the course to students in certain class level (i.e. Freshman, Sophomore, etc.) These restrictions are always treated as “inclusive,” meaning the class levels selected are the ones allowed to enroll in the course. Like major restrictions, “or” statements are not possible in class level restrictions and the “Or instructor consent” option is assumed.

Instructor Permission Required:

Makes instructor permission and therefore a registration override required for all students to enroll in the class, even if they satisfy other course requisites.

Additional Enrollment Requirements:

List any other miscellaneous requirements that cannot be captured above (e.g. audition required, “recommended” but not required prerequisites). These types of requirements cannot be controlled for in Banner during student registration, but they will be included as notes in the Academic Catalog and the online schedule.

Activity Type:

Select the activity types (e.g. Lecture, Lab, Fieldwork, etc.) used in the course. For a list of activity categories and their definitions, see the [Definitions of Instructional Activity Types](#). When the course is offered for enrollment, it will be expected to adhere to the activity types identified on the form. Components may not be added to or dropped from the course according to personal preference term to term.

Contact Hours:

Indicate the number of in-class hours per week that students will engage in the corresponding activity type. Contact hours are used by curriculum staff and the Office of the Registrar to determine the length and frequency of class meetings. To see how contact hours on the course proposal correspond directly to standardized meeting patterns, consult the [General Assignment Classroom Scheduling Guidelines](#). Note that actual scheduling hours are often slightly shorter than a true 60-minute hour to allow for adequate passing time between classes (e.g. a discussion section requiring one weekly contact hour per the course proposal might in practice meet Mondays, 10:30-11:20am, for a total of 50 minutes each class period).

Indicate the average weekly non-contact hours expected of students and describe the content of the course work to be completed outside of class meetings:

This field captures in narrative form how the hours students spend on course work outside of class (e.g. through reading, research, writing, exam preparation) will ensure the course satisfies the [Credit Hour Policy](#). Per Academic Senate Regulation (SR) 760, “the value of a course in units shall be reckoned at the rate of one unit for three hours’ work per week per term on the part of a student, or the equivalent.” In other words, for a student to earn one unit in a course, they must engage in three hours of work (i.e. contact time plus non-contact time) on average per week, six hours per week for two units, nine hours per week for three units, etc. Non-contact hours should thus make up the difference of what was not recorded as contact hours above.

Elaborate on the course’s format:

This information provides additional context for course approvers to verify the class is meeting credit hour requirements. It is optional to include information on topics covered and readings assigned).

Explain how student learning in this course will be assessed:

This information also provides additional context for course approvers.

Program Learning Outcomes (PLOs):

Select all applicable Program Learning Outcomes for the program(s) associated with the proposed course. PLOs are currently the only course data that cannot be stored in the Catalog and thus cannot be imported into a course proposal in Curriculog. They must be selected from scratch whenever creating a proposal.

Course Learning Outcomes (CLOs):

List the Course Learning Outcomes associated with the proposed course. For each Course Learning Outcome, specify the Program Learning Outcome(s) to which it corresponds by including the applicable PLO number(s) (e.g. “Demonstrate understanding of the breadth of forensic sciences and anthropology’s role within them (PLO 1, 6)”).

How many times can this course be repeated for credit:

Repeats allowed are in addition to the first instance of the student completing the course (e.g. if 3 repeats are permitted, then a student can take the course 4 times total for credit). If there is no repeat limit, put “99”. If the course cannot be repeated, put “0”. Repeating for credit is distinct from repeating after failing a course. For policies related to the latter, see the [Course Repetition policy](#).

If the course has a maximum enrollment limit, enter it here and explain the rationale:

Specify the maximum number of students allowed to enroll in a primary section of the course (e.g. the lecture, not the supplementary discussions or labs). Then elaborate on the reasons for this max enrollment number.

Resource Requirements:


List all resources needed to successfully teach the course. Resources include classroom requirements, equipment, software needs, media, field trips, transportation, consumables, TA support, etc.

How will the course content be delivered:

Select all modalities in which the course may be offered. See UGC’s [Course Approval policy](#) for definitions of the Traditional Face-to-Face, Hybrid/Blended, and Online modality categories. Course units and weekly hours for online/hybrid/distance classes are calculated at the same rate as traditional in-person courses (i.e. one unit for three hours’ work per week per term).

In addition to the course proposal, UGC and GC also require a completed [supplemental questionnaire](#) for online/hybrid/distance classes to be uploaded to the proposal in Curriculum.

Impact Report:

An Impact Report shows the relationship an existing course may have with other courses (e.g. the proposed course serves as a prerequisite, crosslist, corequisite of another course) and with student programs. The report can be run anytime by any user by clicking the  icon in the top left corner of the proposal. For the mapping source, always select the “Acalog Unpublished Catalog” for the future academic year. Identifying potential course impacts is especially important when discontinuing a course. Copy and paste the results of the Impact Report into the designated section of the Discontinue proposal form. If the report returns no results, put N/A.

Course Equivalents (Is the discontinued course being replaced by another equivalent course):

Indicate whether a new or existing course will be taught in place of the course being discontinued. This allows Registrar staff to associate the courses to each other in Banner, to prevent duplication of credit on student records, and to control for registration restrictions.

Do you want this course to satisfy a General Education requirement:

If you wish the proposed undergraduate course to count toward fulfilling General Education requirements, choose “Yes.” If the undergraduate course should not count toward GE or if the course is graduate level, choose “No.”

GE PLOs:

Select from the dropdown all applicable GE Program Learning Outcomes the course will address. For more information on GE PLOs: <https://ge.ucmerced.edu/faculty-and-staff-resources/plos>.

GE Requirements:

Select from the dropdown all applicable GE Requirements the course will address. For more information on GE requirements: <https://ge.ucmerced.edu/requirements>.

GE CLOs:

Explain how the Course Learning Outcomes address each of the GE Program Learning Outcomes selected above.

Appendix A: Abbreviated Course Title Standards

This section provides additional guidelines for course titles and common abbreviations when titles exceed 30 characters.

For	Always	Example
Capitalization	Use upper and lower case	Prin of Organic Chem
And	Use an ampersand	Intro to Business & Finance
Sequential Courses	Use Roman numerals	Intro Physics I, Intro Physics II
Common words	Use regular abbreviations	TV, USA, GPS
Centuries	Enumerate	20th Century
Generic to specific titles	Use colon to separate	Creative Writing: Drama
Redundancies	Eliminate	Bio I, not Bio Level I
Punctuation	Delete periods, commas, question and exclamation marks	Intro to Comp Sci, not Intro. to Comp. Sci. Exception: use dash for date ranges (AfAmer Hist 1877-Pres)
Articles and Prepositions	Try to eliminate "the," "of," "to," "for" and other connectors	Politics Medieval Europe, not The Politics of Medieval Europe

- Abbreviate words so they are understandable
- One syllable words generally do not need abbreviation
- Three or four essential words are usually preferable to abbreviating every word

Correct	Incorrect
Intro Object Orient Program	Int Ob Ori Prog

- Avoid using acronyms unfamiliar to someone outside the discipline

Correct	Incorrect
<i>Intro Computer Asst Draw</i>	<i>Intro CAD</i>

- *Avoid abbreviations that result in inadvertent innuendos or offensive phrases*

Correct	Incorrect
<i>Practical Assess Student Serv</i>	<i>Prac Ass Stud Service</i>

- *Variations of a word should use the same abbreviation*

For	Use
<i>Administration, Administer, Administrate</i>	<i>Admin</i>
<i>Quantitative, Quantity, Quantum</i>	<i>Quant</i>

- *Combine abbreviations where appropriate:*

For	Use
<i>Biological Geography</i>	<i>Biogeography</i>

Consult the table below for a list of standard abbreviations for common words:

Word	Abbreviation
<i>Academic</i>	<i>Acad</i>
<i>Accounting</i>	<i>Acct</i>
<i>Administration</i>	<i>Admin</i>
<i>Advanced</i>	<i>Adv</i>
<i>Aerospace</i>	<i>Aero</i>
<i>African</i>	<i>Afr</i>
<i>Algebra</i>	<i>Alg</i>
<i>Algorithm</i>	<i>Algo</i>
<i>Alternative</i>	<i>Alt</i>
<i>American</i>	<i>Amer</i>
<i>Analysis</i>	<i>Analy</i>
<i>Ancient</i>	<i>Anc</i>
<i>Anthropology</i>	<i>Anth</i>
<i>Applied</i>	<i>Appl</i>
<i>Approach</i>	<i>Appr</i>
<i>Archeology</i>	<i>Archeol</i>
<i>Architecture</i>	<i>Arch</i>

<i>Assessment</i>	<i>Assess</i>
<i>Astronomy</i>	<i>Astro</i>
<i>Astrophysics</i>	<i>Astrphys</i>
<i>Behavior</i>	<i>Behav</i>
<i>Biochemistry</i>	<i>Biochem</i>
<i>Biology</i>	<i>Bio</i>
<i>Business</i>	<i>Bus</i>
<i>Calculus</i>	<i>Calc</i>
<i>Cellular</i>	<i>Cell</i>
<i>Century</i>	<i>Cent</i>
<i>Chemistry</i>	<i>Chem</i>
<i>Child/Children</i>	<i>Chld</i>
<i>Civil</i>	<i>Civ</i>
<i>Classic</i>	<i>Class</i>
<i>Classification</i>	<i>Class</i>
<i>Clinical</i>	<i>Clin</i>
<i>Colloquium</i>	<i>Colloq</i>
<i>Commercial</i>	<i>Commer</i>
<i>Communication</i>	<i>Comm</i>
<i>Community</i>	<i>Commun</i>
<i>Comparative</i>	<i>Compar</i>
<i>Computer</i>	<i>Comp</i>
<i>Concept</i>	<i>Cncpt</i>
<i>Conservation</i>	<i>Conserv</i>
<i>Continuing</i>	<i>Contin</i>
<i>Cooperative</i>	<i>Coop</i>
<i>Creative</i>	<i>Creat</i>
<i>Criminology</i>	<i>Crim</i>
<i>Criticism</i>	<i>Crit</i>
<i>Culture</i>	<i>Cultr</i>
<i>Current</i>	<i>Currt</i>
<i>Curriculum</i>	<i>Curr</i>
<i>Design</i>	<i>Des</i>
<i>Development</i>	<i>Dev</i>
<i>Diagnose</i>	<i>Diag</i>
<i>Directed</i>	<i>Dir</i>
<i>Dissertation</i>	<i>Diss</i>
<i>Division</i>	<i>Div</i>
<i>Dynamics</i>	<i>Dyn</i>

<i>Ecology</i>	<i>Eco</i>
<i>Economics</i>	<i>Econ</i>
<i>Education</i>	<i>Educ</i>
<i>Electrical</i>	<i>Elect</i>
<i>Elementary</i>	<i>Elem</i>
<i>Engineering</i>	<i>Engr</i>
<i>English</i>	<i>Eng</i>
<i>Environment</i>	<i>Envir</i>
<i>Ethnology</i>	<i>Ethn</i>
<i>European</i>	<i>Eur</i>
<i>Evolution</i>	<i>Evol</i>
<i>Evaluation</i>	<i>Eval</i>
<i>Experiment</i>	<i>Expmnt</i>
<i>Financial</i>	<i>Fin</i>
<i>Foreign</i>	<i>For</i>
<i>Foundations</i>	<i>Found</i>
<i>Function</i>	<i>Func</i>
<i>Fundamental</i>	<i>Fund</i>
<i>Gender</i>	<i>Gend</i>
<i>Genetics</i>	<i>Genet</i>
<i>Geography</i>	<i>Geog</i>
<i>Geology</i>	<i>Geol</i>
<i>Health</i>	<i>Hlth</i>
<i>Hispanic</i>	<i>Hisp</i>
<i>History</i>	<i>Hist</i>
<i>Honors</i>	<i>Hon</i>
<i>Human</i>	<i>Hum</i>
<i>Hydraulics</i>	<i>Hydrl</i>
<i>Immunology</i>	<i>Immun</i>
<i>Implementation</i>	<i>Implm</i>
<i>Independent</i>	<i>Ind</i>
<i>Individual</i>	<i>Indiv</i>
<i>Information</i>	<i>Info</i>
<i>Innovation</i>	<i>Innov</i>
<i>Inquiry</i>	<i>Inq</i>
<i>Instruction</i>	<i>Instr</i>
<i>Instrumental</i>	<i>Instrm</i>
<i>Integrated</i>	<i>Integ</i>
<i>Intermediate</i>	<i>Interm</i>

<i>International</i>	<i>Intl</i>
<i>Internship</i>	<i>Intern</i>
<i>Interpretation</i>	<i>Interp</i>
<i>Introduction</i>	<i>Intro</i>
<i>Investment</i>	<i>Invest</i>
<i>Issues</i>	<i>Iss</i>
<i>Japanese</i>	<i>Japn</i>
<i>Journalism</i>	<i>Jour</i>
<i>Laboratory</i>	<i>Lab</i>
<i>Language</i>	<i>Lang</i>
<i>Leader</i>	<i>Lead</i>
<i>Lecture</i>	<i>Lect</i>
<i>Library</i>	<i>Lib</i>
<i>Linguistics</i>	<i>Ling</i>
<i>Literature</i>	<i>Lit</i>
<i>Major</i>	<i>Maj</i>
<i>Management</i>	<i>Mgmt</i>
<i>Marketing</i>	<i>Mrkt</i>
<i>Mathematics</i>	<i>Math</i>
<i>Mechanical</i>	<i>Mech</i>
<i>Medicine</i>	<i>Med</i>
<i>Methodology</i>	<i>Meth</i>
<i>Modeling</i>	<i>Model</i>
<i>Modern</i>	<i>Mod</i>
<i>Molecular</i>	<i>Molec</i>
<i>Morphology</i>	<i>Morph</i>
<i>Multicultural</i>	<i>Multicul</i>
<i>Music</i>	<i>Mus</i>
<i>National</i>	<i>Natl</i>
<i>Native</i>	<i>Natv</i>
<i>Natural</i>	<i>Natur</i>
<i>Networking</i>	<i>Netwrk</i>
<i>Nuclear</i>	<i>Nucl</i>
<i>Nutrition</i>	<i>Nutr</i>
<i>Occupational</i>	<i>Occup</i>
<i>Organize</i>	<i>Org</i>
<i>Origin</i>	<i>Orig</i>
<i>Pathology</i>	<i>Path</i>
<i>Pediatrics</i>	<i>Ped</i>

<i>Performance</i>	<i>Perf</i>
<i>Perspective</i>	<i>Persp</i>
<i>Philosophy</i>	<i>Phil</i>
<i>Physical</i>	<i>Phys</i>
<i>Physiology</i>	<i>Physio</i>
<i>Planning</i>	<i>Plan</i>
<i>Politics</i>	<i>Pol</i>
<i>Practicum</i>	<i>Prac</i>
<i>Principle</i>	<i>Princ</i>
<i>Problems</i>	<i>Prob</i>
<i>Production</i>	<i>Prod</i>
<i>Professional</i>	<i>Prof</i>
<i>Program</i>	<i>Prog</i>
<i>Project</i>	<i>Proj</i>
<i>Psychology</i>	<i>Psych</i>
<i>Public</i>	<i>Publ</i>
<i>Reading</i>	<i>Read</i>
<i>Religious</i>	<i>Relig</i>
<i>Research</i>	<i>Res</i>
<i>Resource</i>	<i>Resour</i>
<i>Science</i>	<i>Sci</i>
<i>Seminar</i>	<i>Sem</i>
<i>Service</i>	<i>Serv</i>
<i>Social</i>	<i>Soc</i>
<i>Sociocultural</i>	<i>Sociocul</i>
<i>Sociology</i>	<i>Soc</i>
<i>Software</i>	<i>Soft</i>
<i>Spanish</i>	<i>Span</i>
<i>Special</i>	<i>Spec</i>
<i>Statistics</i>	<i>Stat</i>
<i>Strategies</i>	<i>Strat</i>
<i>Structure</i>	<i>Struc</i>
<i>Student</i>	<i>Stu</i>
<i>Study</i>	<i>Stdy</i>
<i>Supervision</i>	<i>Sup</i>
<i>Survey</i>	<i>Surv</i>
<i>Symbol</i>	<i>Symb</i>
<i>Synthesis</i>	<i>Synth</i>
<i>System</i>	<i>Sys</i>

<i>Teaching</i>	<i>Teach</i>
<i>Technology</i>	<i>Tech</i>
<i>Theatre</i>	<i>Theat</i>
<i>Theory</i>	<i>Theor</i>
<i>Thesis</i>	<i>Thes</i>
<i>Training</i>	<i>Train</i>
<i>Translation</i>	<i>Trans</i>
<i>Transmission</i>	<i>Transm</i>
<i>University</i>	<i>Univ</i>
<i>Visual</i>	<i>Vis</i>
<i>Women</i>	<i>Wom</i>
<i>Workshop</i>	<i>Wrk</i>
<i>World</i>	<i>Wrld</i>
<i>Writing</i>	<i>Writ</i>