Course Designator | Number of Credits
--- | ---
WOST 251 | 3
WOST 251 | 4

This course explores the gendered coming-of-age experience in different time periods and cultures. Students will learn and apply tools from women's studies to analyze the impact of gender, race, class, and sexuality on childhood, adolescence, and adulthood.

Rationale or Justification for change:
The course is increasing from 3 to 4 credits with the addition of a required learning-activity lab.

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<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Humanities and the Arts</td>
</tr>
<tr>
<td>7</td>
<td>Human Diversity</td>
</tr>
</tbody>
</table>

* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
- a. Syllabus or course outline.
- b. Course's student learning outcomes associated with each GE competency or CD designation.
- c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

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<table>
<thead>
<tr>
<th>Instructional Type:</th>
<th>Lecture</th>
<th>Course will be offered:</th>
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<tbody>
<tr>
<td>(Check all that apply:)</td>
<td></td>
<td>Fall Semester</td>
</tr>
</tbody>
</table>
- | | Spring Semester |
- | | Summer Session |

- Grading Format: Grade P/N
- Other courses are being changed or eliminated. (Explain.)
- Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
- a. Syllabus or course outline.
- b. Course's student learning outcomes.
- c. A list of resources required to offer and support this course.
- d. A description of how teaching this course will affect department staffing.
- e. If 400/500 level course, an explanation of added expectations of graduate students.
***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.

b. Minutes from department and college curriculum meetings in which action was taken on this proposal.


d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.

e. A list of resources required to offer and support this program.

f. A description of how offering this program will affect department staffing.

g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

---

***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site: [http://www.mnsu.edu/acadaf/html/currformsprocesses.htm] (http://www.mnsu.edu/acadaf/html/currformsprocesses.htm)

1. Creation of an entirely new program.

2. Redesign of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.

5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.

6. Closure of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
**Minnesota State University, Mankato**

**Curriculum Page Proposal**

<table>
<thead>
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<th>Department</th>
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<tr>
<td><em>Recommended</em> (Category/ies_________)</td>
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<td><em>Not Recommended</em> (Category/ies_________)</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Department Chair</td>
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General Education Subcommittee

| _Recommended_ (Category/ies_________) |
| _Not Recommended_ (Category/ies_________) |
| Comments: |
| General Education Subcommittee Chair | Date |
| Date |

Undergraduate Curriculum and Academic Policy Committee

| _Recommended_ (Category/ies_________) |
| _Not Recommended_ (Category/ies_________) |
| Comments: |
| UCAP Faculty Chair | Date |
| Date |

Faculty Association Graduate Committee

| _Recommended_ |
| _Not Recommended_ |
| Comments: |
| Faculty Association Graduate Chair | Date |
| Date |

Graduate Dean

| _Recommended_ |
| _Not Recommended_ |
| Comments: |
| Graduate Dean | Date |
| Date |

Academic Affairs Council

| _Recommended_ (Category/ies_________) |
| _Not Recommended_ (Category/ies_________) |
| Comments: |
| Assistant Vice President | Date |
| Date |

Senior Vice President and Vice President for Academic Affairs

| _Approved_ (Category/ies_________) |
| _Not Approved_ (Category/ies_________) |
| Comments: |
| Sr. Vice President / Vice Pres. Academic Affairs | Date |
| Date |

Revised September 2002
Course Description
This course explores the gendered coming-of-age experience in different time periods and cultures. Students will learn and apply tools from women's studies to analyze the impact of gender, race, class, and sexuality on childhood, adolescence, and adulthood. The class requires three hours of class meetings as well as an additional one-hour lab each week. Lab times, locations, and activities vary from week to week. The course counts toward fulfilling general education requirements for Humanities and the Arts (category 6) and Human Diversity (category 7) as well as the Cultural Diversity Core.

Course Objectives
1. think critically about taken-for-granted assumptions related to gender, adolescence, and growing up, especially as expressed in the arts and humanities
2. analyze how gender, class, race/ethnicity, region, nationality, sexual orientation, and ability affect coming of age through the reading and critique of memoirs and personal narratives
3. consider how ideas and experiences of adolescence vary over time, across different groups and cultures
4. envision and articulate how activism can challenge systems of oppression and improve girls' lives

Required Texts
Anne Moody, *Coming of Age in Mississippi* (1968; New York: Dell, 1992)
Daisy Hernández and Bushra Rehman, eds., *Colonize This! Young Women of Color on Today's Feminism* (San Francisco: Seal Press, 2002)

Assignments
journals  50 points
Each student will submit 6 journals on D2L. Journals should be approximately 500 words, free of spelling and grammar mistakes, and should incorporate at least two of the assigned readings and/or films. To earn maximum points, journals must demonstrate thoughtful reflection on course themes, application of course concepts, and critical thinking about the topics. They are also an appropriate place to discuss relevant current events, convey personal stories, share opinions, and explore new and unfamiliar ideas. No late work will be accepted; however, your lowest journal grade will be dropped. Journals must be uploaded to D2L before 10 a.m. on the due date.

quizzes  50 points
There will be 6 in-class quizzes, based on content from readings and material covered in prior class sessions. No late quizzes will be administered; however, your lowest quiz grade will be dropped.
participation  50 points
Each student will submit an evaluation of her/his participation at midterm and in the final week of class. Criteria for evaluation include class and lab attendance, preparation for class, and quality of contribution to online and in-class discussions as well as group projects.

group project  100 points
Students will work throughout the semester in small groups on a multimedia oral history project. Your group will select someone to interview, develop questions, conduct interviews, collect other artifacts, and edit materials in preparation for uploading to the website www.mnsu.edu/mngirls. Students will individually report on their progress in completing their assigned tasks on D2L at four intervals during the semester; each individual progress report will be worth 10 points, evaluated based on effort and success at fulfilling commitments and willingness to step in to help others as appropriate; 20 points will be awarded based on fellow group members’ evaluations at the end of the semester; and the remaining 20 points will be awarded for the overall quality of the project.

final exam  50 points
The final exam will be a take-home, essay exam. Questions will require students to synthesize and analyze materials from the entire semester.

Course Schedule

week 1: introductions and overview, feminist perspectives on growing up
  reading: start *Coming of Age in Mississippi*  video: *Fighting Back*
  lab: website review and critique; introductions to facilitate group assignments

week 2: gender, race, class, and technology
  reading: start *Balancing the Equation*  video: *The Gender Chip Project*
  lab: in-person small group meetings; brainstorm possible interview candidates

week 3: girls’ history, girls’ realities
  reading: finish *Coming of Age in Mississippi*  video: *Mohawk Girls*
  lab: meet with small groups in D2L chat; access mavidk and interview subject form

week 4: oral history and feminist methodology
  reading: E-reserve readings  speaker: TBA
  lab: interview techniques and simulation

week 5: sex, gender, and social construction
  reading: selections from *The Body Project*  video: *Gender Trouble*
  lab: using cameras and equipment

week 6: popular culture and the media
  reading: selections from *The Body Project*  video: *Period Piece*
  lab: group meetings with instructor; schedule equipment

week 7: girls, tomboys, and sport
  reading: selections from *Colonize This!*  video: *Tomboys!*
  lab: uploading video and using moviemaker software

week 8: sex education
  reading: selections from *Colonize This!*  video: *The Education of Shelby Knox*
  lab: photographing, scanning, and editing images

week 9: sexuality, double standards, and double binds
  reading: begin *Slut!*  video: *As Boys Grow*
  lab: video editing sessions

week 10: compulsory heterosexuality and LGBT realities
  reading: selections from *Colonize This! and Slut!*
  lab: video editing sessions
  panel: LGBT and allies  video: *Our House*
week 11: bullying, abuse, and delinquency  
reading: finish Slut! and begin Home Bound  
lab: peer critique of edited videos  
video: Wayward Girls

week 12: girls and dis/ability  
reading: finish Home Bound  
lab: transcribing  
speaker: TBA

week 13: girls around the world  
reading: Persepolis  
lab: copyediting  
video: Bangla East Side  
panel: cross-cultural perspectives on girlhood

week 14: girl advocacy  
reading: finish Balancing the Equation  
lab: finishing touches  
speaker: TBA

week 15: feminism, activism, and alternative girls' culture  
reading: selections from Colonize This!  
lab: website viewing and evaluation  
panel: feminist activist students

b. Student learning outcomes

1. think critically about taken-for-granted assumptions related to gender, adolescence, and growing up, especially as expressed in the arts and humanities. Corresponds to outcomes stated in gen ed categories 6 and 7 and CD-Core.

2. analyze how gender, class, race/ethnicity, region, nationality, sexual orientation, and ability affect coming of age through the reading and critique of memoirs and personal narratives. Corresponds to outcomes stated in gen ed categories 6 and 7 and CD-Core.

3. consider how ideas and experiences of adolescence vary over time, across different groups and cultures. Corresponds to outcomes stated in gen ed category 7 and CD-Core.

4. envision and articulate how activism can challenge systems of oppression and improve girls' lives. Corresponds to outcomes stated in gen ed category 7 and CD-Core.

c. Resources required to offer and support this course: No additional resources required.

d. Description of how teaching this course will affect departmental staffing: This course will be taught by existing departmental faculty with expertise in the field.

e. N/A
General education category 6, Humanities and the Arts

Objective (a): demonstrate awareness of the scope and variety of works in the arts and humanities.
- Students will study a variety of artistic and literary works and their depictions of growing up, including fictional accounts of coming-of-age, autobiographies and memoirs, oral history narratives, paintings, film, and other artistic renderings of adolescence and youth.
- Journals and the final exam will assess student learning in this objective.

Objective (b): understand those works as expressions of individual and human values within an historical and social context.
- Students will acquire information about the historical and social context through lectures and readings, which will inform their understandings of a variety of creative and non-fictional representations of coming of age. They will evaluate the significance of individual motivations and personalities alongside larger historical and cultural norms, especially those related to gender, race, class, sexual orientation, nationality, and ability.
- Quizzes and the final exam will assess student learning in this objective.

Objective (c): respond critically to works in the arts and humanities.
- Students will exercise critical thinking in discussing the work examined in the class as well as works and ideas they engage with outside the class.
- Journals, class participation, and the final exam will assess student learning in this objective.

Objective (d): engage in the creative process or interpretive performance.
- Students will participate in creating an oral history project, working in small groups to develop questions and conduct an interview with a woman about her growing up experience. They will edit, organize, and present material and reflect on the process.
- Group project evaluations and the final exam will assess student learning in this objective.

Objective (e): articulate an informed personal reaction to works in the arts and humanities.
- Students will develop their viewpoints and perspectives on creative works with a special attention to the significance of gender.
- Journals and class participation will assess student learning in this objective.

General education category 7, Human diversity

Objective (a): Students will be able to understand the development and the changing meanings of group identities in the United States.
- Students will learn about a diversity of coming-of-age experiences within the U.S., including those of people of color, LGBT people (and children of LGBT parents), immigrants (and children of immigrants), people with disabilities, and other groups that have been marginalized. They will learn about how identities and social norms vary and have changed over time.
- Journals, class participation, and the final exam will assess student learning in this objective.

Objective (b): Students will be able to demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Students will learn about the ways that individual and institutional dimensions of discrimination and privilege, based on gender and many other factors, affect the coming-of-age experience.
- Quizzes and the final exam will assess student learning in this objective.
Objective (c): Students will be able to analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
- Students will evaluate their belief systems as they encounter personal narratives about people whose lives are different than their own. They will also recognize how institutions and dominant cultural norms shape their sense of self, often in ways that reinforce racism, misogyny, and homophobia, for example.
- Journals will assess student learning in this objective.

Objective (d): Students will be able to describe and discuss the experience and contributions (political, social, economic, artistic, humanistic, etc.) of the many groups that shape American society and culture, in particular those groups who have suffered discrimination and exclusion.
- Students will learn about a variety of experiences of growing up in the U.S., especially those whose experiences have been ignored by such institutions as the education system and the media. They will learn how girls and women from a variety of backgrounds are creators of ideas, culture, and history, even though they have been historically disregarded.
- Quizzes and the final exam will assess student learning in this objective.

Objective (e): Students will be able to demonstrate communications skills necessary for living and working effectively in a society with great population diversity.
- Students will gain experience talking with and about people from diverse backgrounds and, in their oral history interviews, across cultures and/or generations.
- Journals and group project evaluations will assess students learning in this objective.

Cultural diversity core courses
- This course is thoroughly attentive to gender, age, race, nationality, sexual orientation, and ability in the United States, with some attention to growing up experiences outside the U.S.; it therefore fulfills the expectation that at least 75% of the focus is on diversity in the U.S.
- Journals, quizzes, class participation, group project evaluations, and the final exam will assess student learning in this area.
Clarification of instructor-supervised lab requirement
Proposal #511 (change in credits), WOST 251, Coming of Age: Gender and Culture

Each week, students will work on a component of the required group project, which is a multimedia oral history project that makes up 30 percent of the course grade. Students will collaborate on various aspects of the project on a weekly basis during the lab. Faculty contact with students will vary from week to week, with most weeks' labs amounting to several hours of faculty instruction. In several weeks, there will be three different sessions from which students may choose.

Week 1 lab: website review and critique; introductions to facilitate group assignments.
Students will participate in an hour-long computer lab session led by the instructor and offered at three different times. Students will work at individual computers to explore the existing website, answering questions on an instructor-prepared handout. Following the review, students will share their individual responses in an instructor-moderated discussion. Students will introduce themselves to their peers and the instructor, and they will hand in their worksheets to the instructor for use in establishing small groups. Three hours in-person instructor contact.

Week 2 lab: in-person small group meetings; brainstorm possible interview candidates.
Students will assemble with their groups at a designated time, and they will begin the process of determining an interview subject. One person from the group (there will be approximately 8 groups in a class of 40) will report the group's short list of possible interview subjects on D2L. Instructor involvement will be in supervising the selection process for interview subjects, verifying group members' participation, and responding to and making suggestions of possible interview participants as needed. One to two hours online instructor contact.

Week 3 lab: meet with small groups in D2L chat; access mavdisk and interview subject form.
While the instructor will not be present for each of the group chats, the instructor will prepare and post the interview subject form to mavdisk; provide prompts for each chat; review chat transcripts; troubleshoot problems with D2L and mavdisk; and communicate in D2L discussion thread feedback to each of the eight groups. One to two hours instructor contact.

Week 4 lab: interview techniques and simulation.
Students will participate in one of three one-hour sessions outside class in which we discuss strategies for conducting oral history interviews and practice and critique the simulated interviews as a group. Discussion and critique will be based on assigned readings. Three hours in-person instructor contact.

Week 5 lab: using cameras and equipment.
Students will participate in one of three one-hour workshops developed by the instructor. The workshop will involve visiting 6 stations with equipments and tasks to perform related to the use of digital video, cameras, audio recorders, and still cameras and connecting the machines to computers to save and edit their content. The instructor will circulate among the stations to answer questions. The instructor will also develop and collect evaluation forms that ask students to assess the workshop in relation to gender and technology. Three hours in-person instructor contact.

Week 6 lab: group meetings with instructor; schedule equipment.
Instructor will schedule times to meet with each of the 8 groups outside of class. Each meeting will be 20-30 minutes. Four hours in-person instructor contact.
Week 7 lab: uploading video and using moviemaker software.
Students will participate in a one-hour session outside class, conducted by an ITS staff member, videotaped by
the instructor, and made available online to student participants to watch if they are unable to attend the
informational session. One hour in-person (or online) instructor contact.

Week 8 lab: photographing, scanning, and editing images.
Students will participate in a one-hour session outside class, conducted by an ITS staff member, videotaped by
the instructor, and made available online to student participants to watch if they are unable to attend the
informational session. One hour in-person (or online) instructor contact.

Week 9 lab: video editing sessions.
Students will participate in one of three hour-long computer lab sessions led by the instructor. Students will
work with their videos and the instructor will circulate among the stations to answer questions. Three hours in-
person instructor contact.

Week 10 lab: video editing sessions.
Students will participate in one of three hour-long computer lab sessions led by the instructor. Students will
work with their videos and the instructor will circulate among the stations to answer questions. Three hours in-
person instructor contact.

Week 11 lab: peer critique of edited videos.
Students will individually evaluate their peers’ videos, using an evaluation form developed by the instructor and
posted online. Students will work independently to evaluate the videos and post their critiques on D2L. The
instructor will supervise the assignment of videos and evaluators; will evaluate each video; will read each peer
critique; and will provide additional critiques on D2L. Three hours online instructor contact.

Week 12 lab: transcribing.
Students will be responsible for viewing an online tutorial and completing an online quiz related to transcribing
interviews. The instructor will develop the tutorial and quiz. One hour online instructor contact.

Week 13 lab: copyediting.
Students will attend one of three hour-long copyediting sessions, during which peers will review each others’
documents and the instructor will supervise and provide guidance. Three hours in-person instructor contact.

Week 14 lab: finishing touches.
Students will make sure all their documents and files are completed and ready for publication on the web. The
instructor will be available for individual meetings as needed.

Week 15 lab: website viewing and evaluation.
Students will attend one of three hour-long sessions for viewing the final projects. Three hours in-person
instructor contact.
April 26, 2007

To: Brenda Flannery, Assistant Vice President for Undergraduate and International Studies
From: Ron Nickerson, Chair
General Education Committee

Re: Credit Conversion Proposals: 3 - 4 credits

The General Education Committee recently reviewed several course proposals from the Anthropology and Women’s Studies departments to convert General Education courses from 3 credit courses to 4 credit courses. The Undergraduate Curriculum and Academic Policy Committee (UCAP) recommended approval of the credit conversions for the affected courses in February/March, 2007. These proposals were part of larger program redesigns in the two departments that involved both General Education and non-General Education courses.

The General Education Committee requested the opportunity to review these course proposals because we were concerned with the impact of the conversion on the General Education Curriculum. The committee also wished to see the rationale for the conversions because current General Education Guidelines stipulate that courses bearing more than 3 credits may be included in the General Education curriculum with “justification” for the additional credit hours.

The General Education Committee has struggled with these proposals for a variety of reasons ranging from a concern over the overall impact on the General Education Curriculum of converting 3 credit courses to 4 credit courses within the curriculum to ensuring that the increase in credit hours actually resulted in increased faculty to student contact hours or sufficient addition of course content/requirements for students.

The committee’s initial recommendation on these proposals was to reject the conversions because the documentation justifying the conversions that the departments supplied did not clearly show how much increased contact hours or course content/requirements for students was associated with the revised courses. The result of this recommendation would have been: a) withdrawal of the course proposals and continuing to teach them as 3 credit courses; b) conversion of the courses to 4 credits and their removal from the General Education curriculum; or c) conversion to 4 credit courses for purposes of total credits earned, but only 3 General Education credits. None of these alternatives seemed to be acceptable to all of the parties involved in the discussion.

In an uncharacteristic move to accommodate the departments, the General Education Committee chose to reconsider the proposals in question if the departments provided more explicit
documentation supporting how the credit conversion would result in increased faculty to student contact hours or increased content/requirements. This move was taken largely because the proposals arrived late in the year and the departments were largely unaware of the General Education guidelines regarding courses greater than 3 credits. Both departments provided the requested information.

At its April 25, 2007 meeting, the General Education Committee reconsidered the proposals and reluctantly voted to reverse its original recommendation. The committee recommends that the 3 to 4 credit hour conversions be allowed and that the courses be retained in the General Education curriculum for the following course proposals:

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<th>Proposal Number</th>
<th>Department</th>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>68</td>
<td>Women's Studies</td>
<td>WOST 110</td>
<td>Introduction to Women's Studies</td>
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<tr>
<td>70</td>
<td>Women's Studies</td>
<td>WOST 220</td>
<td>Global Perspectives on Women and Change</td>
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<tr>
<td>71</td>
<td>Women's Studies</td>
<td>WOST 225</td>
<td>Introduction to Lesbian, Gay, Bisexual and Transgender Studies</td>
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<tr>
<td>72</td>
<td>Women's Studies</td>
<td>WOST 251</td>
<td>Coming of Age: Gender &amp; Culture</td>
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<tr>
<td>77</td>
<td>Anthropology</td>
<td>ANTH 240</td>
<td>Language and Culture</td>
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<tr>
<td>80</td>
<td>Anthropology</td>
<td>ANTH 230</td>
<td>People: An Anthropological Perspective</td>
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The committee requests that a copy of this memo and the attached documentation be added to the relevant course proposals as a record of the justification provided to support the conversions. The committee also voted to recommend approval of proposal #79 to convert Anthropology 102 from a 3 credit to a 4 credit course.

The General Education Committee also recommends that the Office of Academic Affairs, UCAP and the General Education and Diversity Committee work together next year to develop a better understanding of what constitutes a reasonable rationale for conversion of courses from 3 credits to 4 or more credits so that we can respond to future course proposals with greater consistency and efficiency.

cc: John Alessio, Dean, College of Social and Behavioral Sciences
    Susan Freeman, Chair, Department of Women's Studies
    Paul Brown, Chair, Department of Anthropology
    Dan Cronn-Mills, Chair, UCAP
    Gen Ed Committee Members
    Kim Pederson, Administrative Assistant, Academic Affairs