

College of the Environment Curriculum Committee

Meeting Minutes for March 10, 2020

2:30 – 4:00 PM, Ocean Sciences Building, Room 203 (Dean's Office conference room)

Present:

- Atmospheric Sciences – Greg Hakim (via Zoom)
- Earth & Space Sciences – Bruce Nelson (via Zoom)
- Environmental and Forest Sciences – Clare Ryan (via Zoom)
- Friday Harbor Labs – Megan Dethier (via Zoom)
- Marine Biology – Kerry Naish
- Program on the Environment – Kristi Straus
- Graduate Student Representatives – Robin McLachlan, Henry Bell
- Undergraduate Student Representative – Bela Sanchez (via Zoom)
- Director of Student & Academic Services (ex officio: committee staff) – Michelle Hall
- Guests: Julia Parrish, Associate Dean of Academic Affairs; Jane Dolliver, Interim Executive Assistant to the Associate Dean

1. Cecilia Bitz presented a proposed course change from the Department of Atmospheric Sciences to add a Distance Learning option and update the learning goals (Cecilia Bitz, 15 minutes):

- ATM S 111 “Global Warming: Understanding the Issues”
<https://uw.kuali.co/cm/#/courses/view/5e482f6c8ed89a25003b1b48>

Kristi Straus offered brief insights about online courses based on her recent experience in developing an online version of ENVIR 100: note that even a class taught through Continuum College needs to be approved as a Distance Learning course. Then it can be offered either through continuum or through the regular course catalog. If the course is 100% online, the DL designation is required; if it is a hybrid course, no DL designation is required.

The committee approved the proposal pending final revisions:

- In the “justification” section, in the second paragraph, in the sentence “In contrast, our new course (ATM S 111) . . .” should probably refer to ATM S 100?
- In the “Delivery” section, replace the word “you” with the word “students” throughout. Also replace references to “Catalyst” with “Canvas” (make same change in “Feedback” section too).
- In the “Feedback” section, the last sentence, “Instructors and TAs will interact with. . .” is incomplete.
- In the “Learning Objectives” section, use verbs that are easier to evaluate. How will they show that they have learned the role of science of learned about societal decisions? Consider revising the learning goals to use higher level Bloom’s taxonomy language and action verbs such as “evaluate, create, etc.” instead of “understand, learn, etc.” See the Center for Teaching & Learning’s webpage on [“Course and syllabus design,”](#) which includes a link to [“Bloom’s Taxonomy of Educational Objectives.”](#) See also this UC Berkeley reference: <https://teaching.berkeley.edu/resources/design/course-level-learning-goalsoutcomes>.
- In the syllabus, bold the Religious Accommodation heading to make it easier to see.

ACTION:

- Hall will send the proposal back in the Curriculum Management system for revisions.
2. Julia Parrish led a discussion of instructional impacts due to COVID-19 and online/remote instructional resources. She noted that the Dean's Office is working with units to anticipate impacts to spring quarter courses due to COVID-19. Some issues to consider:
- Impacts on students who have applied to graduate spring or summer 2020. The Dean's Office is assembling data on graduating students and the courses they are registered for (inside and outside the college). The goal is to identify courses critical to graduating students.
 - Anticipating possible changes to how/when courses are delivered for spring 2020, especially possibility of more online sessions. How do we prioritize material and identify most effective delivery method given possible constraints?
 - For online instruction, what resources or help do instructors need right now? What would they need to get lectures recorded in Panopto by March 30? Committee suggested giving instructors a check-list of online tools and ask for feedback on which they would/could use.
 - Ask instructors to rate their ability to teach online, on a scale from 1 to 5, then prioritize supporting faculty who need the most help.
 - Some units are considering forming a task force to look at delivery options, especially for lab and field courses
 - Need to anticipate access issues (not all students have laptops and reliable internet at home, some may have multiple users sharing one computer). Students can borrow laptops from the [UW Student Technology Loan Program](#).
 - Student committee members noted that certain programs are difficult make work on your own computer (Arc-GIS on a Mac is difficult, Adobe is not free to students).
 - Straus noted that Canvas has features to help accommodate students with disabilities in online courses. For example, instructors can adjust timing for student, [Disability Resources for Students](#) can turn an exam into a Braille or audio exam.
 - Greg Hakim noted that a lecturer in ATM S created a "cheat sheet" for setting up custom exam length for students in Canvas. He will share with the online teaching working group.
3. Hall offered the following updates:
- Dean Graumlisch and Associate Dean Parrish are confirmed to attend the April 14 Curriculum Committee meeting to discuss strategies for curricular responses to increasing student credit hours (new courses, increased enrollments in existing courses, and cross-unit efforts).
 - The Dean's Office will convene a meeting with faculty/unit representatives during Spring Quarter to discuss best practices for disability accommodation in field courses.
 - Given the evolving COVID-19 situation, the timing and topics for the above meetings may change. Hall will keep the committee updated.

Meeting adjourned at 4:00 PM.