1. Sunny Jardine presented two new course proposals from Marine & Environmental Affairs:
   SMEA 580 “Coding in R for Natural and Social Sciences”
   https://uw.kuali.co/cm/#/courses/view/5ff4e2a7a8ab710026b41c8f

Ryan Kelley has been teaching this course for couple of years. Teaches skills in R as related to social sciences. There is an increasing demand for this skill set. The course is offered in sync with the statistics course, SMEA 584. Both courses provide additional cohort building. Students work on SMEA 584 problem sets and learn R, tidyverse, basic project management. Two SAFS courses, Intro to R and Advanced R (taught is same quarter) are overlapping.

The committee approved the proposal pending final revisions:
- Change course name in syllabus from SMEA 500 to SMEA 580.
- Fix typo is last sentence of course description – missing C in “course.”
- Consider changing title to show intent to serve SMEA students, e.g., “Coding in R for Marine and Environmental Affairs” or “Introduction to R for Marine and Environmental Affairs.”
- Clarify how students will be evaluated, the threshold to receive credit, e.g., “must complete 9 of 10 problem sets.”
- Delete reference to credit based on attendance; clarify class participation expectations (e.g., “students are expected to ask questions, answer questions, and contribute to discussion daily”).
- Learning objectives in the syllabus must match those in the Curriculum Management system.

**ACTION:**
- Hall will send the proposal back in the Curriculum Management system for revisions.

SMEA 572 “Environmental Justice and Political Ecology Field Course: Indigenous Perspectives, Coalitions and Activism”
https://uw.kuali.co/cm/#/courses/view/600f3a44b98ba50027b2ce2f
Patrick Christie has been co-teaching this field-based course with an instructor in the Jackson School for several years. The content is based in Puget Sound area. The course will be approved in Jackson school at the 400-level, in SMEA at the 500-level and run as a parallel course.

The committee approved the proposal pending final revisions:

- If syllabus refers to current remote course delivery, make it clear that this is not meant to permanently be a distance learning (DL) course.
- Clearly define case studies in syllabus.
- In the “Evaluation Details section in Kuali and in the syllabus, eliminate references to required “attendance” and replace with “participation and discussion.”
- Make sure the learning objectives are the same in Kuali and in the syllabus.

**ACTION:**

- Hall will send the proposal back in the Curriculum Management system for revisions.
- Hall/Jardine will check with Curriculum Office re: should SMEA wait until the Jackson School is ready with their new 400-level number and leave language as is or remove mention of mentoring undergraduates and submit as a stand-alone proposal and create the parallel section when the Jackson School submits their proposal and checks the parallel box.

2. Clare Ryan presented two course proposals from Environmental & Forest Sciences:

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**BSE 210 “Concepts in Bioproducts Sustainability” – new course**

[https://uw.kuali.co/cm/#/courses/view/5ff5d1db15fe060026f27871](https://uw.kuali.co/cm/#/courses/view/5ff5d1db15fe060026f27871)

This is a clean-up due to the shift to direct-to-College of Engineering admissions. This course is replacing 2, 1-credit courses and 1, 2-credit course that students did not take in the correct order. Those courses combine into 1, 4-credit course, required for BSE majors but open to other majors. Content includes bioresource projects, field trips, labs, industry visits.

The committee approved the proposal pending final revisions:

- Add detail re: assessments, e.g., the homework assignments account for 50% of the grade, but what are the assignments - problem sets?
- Note in the justification section that this course combines 2, 1-credit courses and 1, 2-credit course into a 4-credit course to clarify how the content will be combined into one course.

**ACTION:**

- Hall will send the proposal back in the Curriculum Management system for revisions.

**SEFS 510 “Fundamentals of Plant-Soil Interactions” – course changes**

[https://uw.kuali.co/cm/#/courses/view/601aeef46e3bf60027829736](https://uw.kuali.co/cm/#/courses/view/601aeef46e3bf60027829736)

Changing the course from a variable credit course to make it permanently set at 3 credits and changing the title to make it broadly attractive to other graduate students. This is an introductory course for graduate students who are not advanced in soils. Their topical area might be forest ecology or social science. This provides those fundamentals that are related to their primary focus. SEFS is trying to merge all independent studies courses into the 600-level. The goal is to make this a class, not part of independent studies. The course uses a “flipped” structure with pre-recorded lecture materials watched
before class. This is described in the syllabus so students know in advance not to expect a standard lecture.

The committee approved the proposal pending final revisions:

- For the in-class activities that account for 50% of the grade, add more detail about what these are and how they are evaluated, e.g., discussion X%, poll everywhere X%, in-class writing X%. Add to the justification section that the expectation is that the students are NOT graduate students in soil sciences.

**ACTION:**
- Hall will send the proposal back in the Curriculum Management system for revisions.
- In response to the question about whether classroom policy is within the scope of the Curriculum Committee (e.g., can the committee note that an attendance policy seems too harsh?), Hall will send the committee links to current college syllabus statements for discussion at a future meeting. See:
  - Syllabus statements: [https://environment.uw.edu/intranet/academics/curriculum/syllabus-guidelines/](https://environment.uw.edu/intranet/academics/curriculum/syllabus-guidelines/)

3. Kristi Straus presented a course change proposal from the Program on the Environment:
   - **ENVIR 480 “Sustainability Consulting Practicum”**
   - [https://uw.kuali.co/cm/#/courses/view/601885632cb93d0027ea614f](https://uw.kuali.co/cm/#/courses/view/601885632cb93d0027ea614f)

This course has been called “Sustainability Studio,” and has been taught nearly every quarter for last 10 years. It currently has no area of knowledge designation so adding an I&S designation. Changing the title to “Sustainability Consulting Practicum.” Students work with UW clients (e.g., HFS), local business, or non-profit clients on issues involving water, food, equity, and sustainable sports. Some time spent learning in the classroom and lots of time spent collaborating in teams to propose solutions. The former course title (“Sustainability Studio”) was problematic - some thought it was an art class.

The committee approved the proposal pending final revisions:

- One member suggested removing the word “consulting,” as the UW may not allow courses to offer students as consultants to outside organizations. Consider just using “practicum” to clarify what the skills are; could also be a clearer title if this is used as a shorter capstone course option.

**ACTION:**
- Hall will send the proposal back in the Curriculum Management system for revisions.
- Hall/Straus will check on using the word “consulting” in the title.

4. Online Teaching Team updates
- Pop-up workshops begin week 9.
- **OLT Office Hours** are on the College website.
- Shared email is: coenvolt@uw.edu.
- Starting broader conversations about how we teach and reinforce writing skills in the college. This may expand to how we teach and reinforce quantitative skills.
• Thinking about how scenarios can be set up to help instructors deal with “hot moments” related to diversity, microaggressions in the classroom for “theater of equity.”

5. The committee discussed a proposed new policy on evaluating requests to add the Diversity (DIV) designation to College of the Environment courses – see attached draft policy statement:

Context and background:
• DIV designation comes from 2 requests: 1) to add to an old course that has evolved 2) add to a new course that have evolved. But how do we assess if there is enough content to assign the DIV designation?
• When the DIV requirement was first launched, the Provost’s Office issued these approval guidelines: https://admin.artsci.washington.edu/sites/adming/files/diversity_requirement_course_approval_guidelines_july_2014.pdf
• UW Curriculum Committee is leaving it up to the college and not making these decisions, for now. There is a campus-wide task force to come up with recommendations for possible changes to the DIV requirement by fall 2021.
• Some students (campus-wide) are not happy with the DIV designation – it is not consistently applied across campus. The DIV emphasis changes depending on the instructor.

Proposal to require that JEDI be represented in the course title:
• How important is it to include JEDI in the title? e.g., there is a lot of JEDI work in “achieving sustainable society” and “introduction to environmental studies.”
• May be a benefit to being more explicit in course title.
• The risk of making DIV courses be explicit in the title is that it sends the message, “you can study equity in the environment OR environmental studies without JEDI” instead of wrapping it into the course and showing that this understanding is essential to the subject.
• “Attaining a Sustainable Society” is a DIV course, but it is not called “Diversity and Sustainability” or “Towards a Sustainable and Equitable Society.”
• Maybe instead of a course title requirement, perhaps require a section in the syllabus that shows "JEDI" content specifically called out?

How the DIV requirement “rules” compare to other general education requirement designations and requests for multiple designations:
• Current recommendation is for 50% of content to be DIV content – same requirement for NW.
• Do we/should we also have this level of scrutiny for I&S, NW, etc.?
• Maybe trying to get 3 designations is not a good idea – I&S, DIV, NW? Discourage instructors from doing this?

Should the college aim to expand its DIV list or keep it very focused and short?
• Are we thinking about other courses outside of the college and how our courses compare? E.g., Biology only has one DIV course, “Teaching to diverse audiences.”
• Should the only CoEnv courses be like “Power privilege and preservation” – only focused on JEDI?
• Maybe at least a learning goal in each course but not every course DIV.
• Undergraduates need a minimum of 3 DIV credits during their entire undergraduate career – this course should not be a CoEnv 5-credit course where 33% of the material is DIV. DIV material should be front-and-center, “slap you in the face.” Review the list of example DIV courses on the UW website: https://www.washington.edu/uaa/advising/degree-overview/general-education/diversity/
• There are few options for students to take these courses in the college, which prevents us from expanding content and student backgrounds.
• Students currently get DIV courses from other places on campus. The college should make our courses as appealing as possible. We should be in this space. We want students to understand DIV is imbedded in everything we’re doing.

Other questions/comments:
• Will this policy apply retroactively to courses? This would not be in line with how other new policies have been implemented and allowed for courses approved under older “rules” to stand.
• What are learning goals of DIV requirement? Creating learning goals for the requirement might help the committee make these decisions.
• Is it easier to get 50% content in 5 credit course than a 3 credit course?
• If devote that much reading to DIV, what is cost to broader content of the class?
• Some cautioned against creating extra syllabus requirements so that it reduces the number of instructors/courses who seek to have the designation.
• This is asking a lot of CoEnv CC to figure out if the content is 50% DIV.
• Can we push the University to actually assess this at the UW CC level so that each college doesn’t do this its own way? The CoEnv should not have stricter guidelines than the rest of the University

Meeting adjourned: 4:00PM