1. Karly Cohen presented a new course proposal from Friday Harbor Labs:
FHL 472 “FHL Research Apprenticeship”
https://uw.kuali.co/cm/#/courses/view/6037eb49b77dda00263db49c

FHL has been offering their research apprenticeships using the OCEAN 492 number and now proposing its own course designation for these 15-credit research apprenticeships. FHL has an existing FHL 470 “Research in Marine Biology” course but wants to reserve that number for the 6-credit research experiences students take as part of a full quarter at FHL along with other courses. The new FHL 472 number will always be 15 credits but will have different topics for each offering.

The committee approved the proposal pending final revisions:
- The evaluation details and learning objectives need to be general/broad in the Curriculum Management system to represent the overall goals and evaluation details for all research apprenticeships. The proposal should include the overall goals, deliverables and expectations for all research apprenticeships that will be offered via this number. The example syllabus included with the proposal can list these overall objectives and include objectives and evaluation details specific to that class offering. This will help instructors align their specific goals with overall apprenticeship goals, no matter what the content is. For example, overall goals could state that students will be evaluated on data visualization, communications skills, and the ability to form hypotheses and enact them, but the syllabus could describe specific deliverables that meet these goals.
- In the “Evaluation Details” section of the proposal, revise the statement, “evaluation will be in the form of public-anonymous critiques” to clarify that faculty will be responsible for all grading.

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

2. Luke Tornabene presented a proposal for new Data Science Options for Aquatic & Fishery Sciences PhD and MS programs:
The proposal builds on the graduate data science option (DSO) developed by the eScience Institute. SAFS seeks to add the standard DSO option to their Master’s and PhD programs, which will allow SAFS students to choose from dozens of courses recommended by eScience, with additional data science courses selected from electives in SAFS and related fields. SAFS is not seeking to add the Advanced Data Science Option now. The list of approved data science courses is in three main categories (software development, advanced statistics and/or statistical modeling, data management and/or visualization), plus a fourth category of courses specific to the department/degree. Though many SAFS grad students already complete a curriculum that is data science heavy, SAFS is creating this option to meet student demand for a credential recognizable to employers seeking these skills.

The committee approved the proposal pending final revisions:

- On page 3 of the proposal, under “Overview of Proposed SAFS DSO Requirements,” item 1.d. “Department specific requirement” sounds like an actual required course, not an option of 3 courses out of 4 main categories.
- On page 3 of the proposal, under “Software Development for Data Science,” list the new permanent number (even if not fully approved yet) for the “Introduction to Environmental Data Science” course instead of the “placeholder, number FISH 497” when submitting the final proposal to the Graduate School.

**ACTION:**
- SAFS will complete final revisions and submit the proposal for approval by the Graduate School.

3. Michelle Hall offered reminders and a review of current college syllabus statements and guidance on developing participation policies:

- Syllabus statements: [https://environment.uw.edu/intranet/academics/curriculum/syllabus-guidelines/](https://environment.uw.edu/intranet/academics/curriculum/syllabus-guidelines/)

The committee discussed the current syllabus statements:

- Some suggested removing the reference to “attendance” in the attendance/participation policy page to avoid confusion since students cannot be graded on attendance. Some members noted that the difference between grading on participation versus attendance is not clear. One way to clarify is to note that attendance cannot be required, but credit can be contingent on participation.
- Others noted challenges with getting faculty to use the sample syllabus statements if they are not required. The committee can more proactively recommend these statements.
- Some discussion of balancing need to be flexible but having policies in place with clear expectations regarding late assignments. How can instructors account for the whole spectrum of reasons why students do not turn in assignments, and how to recognize that students are not always highly effective self-advocates and may be afraid to speak up when struggling? How do we support student learning but also behaviors that are needed for success later, and how best to balance emphasis on evaluating with supporting learning and growth? Need to create policies that are flexible, compassionate, and equitable.
• Kerry Naish note that the Faculty Council on Academic Standards recently conducted a survey on types of excuses students are offering for missed assignments.

** ACTION: **
• Hall will try to find copy of FCAS survey.
• Committee will review the syllabus statements again after the return to in-person teaching and revise as needed to match shifts in instruction.

** 4. Online Teaching Team updates:**
• Pop up workshops this quarter
• Spring Quarter TA Training, March 29-30, 4:00-5:30 PM

Meeting adjourned: 2:45 PM