College of the Environment Curriculum Committee
Meeting Minutes for May 6, 2021
10:00 – 11:30 AM

Present (via Zoom):
• Aquatic & Fishery Sciences – Luke Tornabene
• Atmospheric Sciences – Greg Hakim
• Earth & Space Sciences – Knut Christianson
• Environmental and Forest Sciences – Clare Ryan
• Marine and Environmental Affairs – Sunny Jardine
• Marine Biology – Kerry Naish
• Oceanography – Mikelle Nuwer
• Program on the Environment – Kristi Straus
• Graduate Student Representatives – Rosalind Echols, Taylor Ganz
• Undergraduate Student Representative – Amanda Gardiner
• Dean’s Office (ex officio: committee staff) – Michelle Hall
• Dean’s Office guests: Jane Dolliver

1. Luke Tornabene presented a proposed new course and course change from Aquatic & Fishery Sciences:

   **FISH 445 “Aquatic Foods in the Global Food System”**

   The committee approved the proposal pending final revisions:
   • Address questions from affected units about clarifying prerequisites
   • Add SMEA 584 as a statistics prerequisite option.
   • Make sure the course proposal and syllabus have same information about enrollment cap (20 versus 40 students).
   • Check the “acknowledgment of responsibility” / “missed time schedule deadline” box.
   • Do not use the word “attendance” on syllabus; use “participation.”
   • In the “Evaluation Details” section, add a table to show evaluation details for 3-credit versus 5-credit version” and add N/As for the lab portion.
   • Use current ENVIR 250 number for prerequisite but add a note that this number will be changing.
   • Use exact religious accommodation language (scroll to bottom of this page).

   **FISH 557 / SEFS 557 “Demographic Estimation and Modeling”** (adding co-list with SEFS)

   The committee approved the proposal pending final revisions:
   • Delete reference to requiring verification for attendance.
   • Make sure learning objectives in syllabus exactly match learning objectives listed in the course proposal.
   • Consider deleting “30-minute time limit” for quiz (too specific).
   • Add required operating system for laptop in note about bringing laptops to class; JAGS does not work with MACs.
   • Under “recommended Preparation,” consider adding “intro to R” or “good working knowledge of R.”
• Just say there will be 8 quizzes; remove “quizzes every week;” consider using different language for “take home exams” to provide more flexibility.
• Consider alternative wording for Learning Goals that begin with “Understand . . .” (perhaps a verb that is easier to operationalize and evaluate).

**ACTION:**
• Hall will send the proposals back in the Curriculum Management system for revisions.

2. Greg Hakim presented proposals for changes to the B.S. in Atmospheric Sciences degree Options:
   - **UG-ATM S-MAJOR “Atmospheric Sciences”** (removing CSE courses from recommended preparation for ATM S major)
   - **ATM S-3-1-5 “Bachelor of Science degree with a major in Atmospheric Sciences: Chemistry”** (adding a programming requirement)
   - **ATM S-2-1-5 “Bachelor of Science degree with a major in Atmospheric Sciences: Climate”** (revising programming requirement)
   - **ATM S-1-1-5 “Bachelor of Science degree with a major in Atmospheric Sciences: Meteorology”** (updating MATH requirements due to recent MATH courses changes, revising programming requirement, removing ATM S 444)
   - **ATM S-20-1-5 “Bachelor of Science degree with a major in Atmospheric Sciences: Data Science”** (updating MATH requirements due to recent MATH courses changes)

   The committee approved the proposals with no suggested revisions.

3. Kristi Straus presented a proposal for changes to the B.A. in Environmental Studies, and proposed course changes from Program on the Environment:
   - **UG-ENVIR-MAJOR “Environmental Studies”** (reducing restricted elective categories and total credits required, adding ENVIR 101 as a requirement, increasing credits of required capstone sequence, removing BIOL and CHEM series requirements)

   • Some committee members expressed concern about eliminating the foundational quantitative and biology sequences, which are still key to the human and social dimensions of environmental studies. Consider creating a table to map the major learning goals to the proposed new requirements to show where in the ENVIR curriculum students are getting their fundamentals in ecology and quantitative analysis to provide evidence that these introductory biology courses are not needed. Straus noted that students can still choose to take biology and chemistry sequences and count those credits towards the restricted electives requirement.
   • One committee member expressed concern that the increased capstone credits might cause delays for students who get off track and must add additional quarters to complete it, and suggested a 2-quarter capstone option, as the 3-quarter capstone may seem like an “honors” capstone. Straus noted that the change in credits is an acknowledgement of the effort currently requited and that the ENVIR adviser has a robust early warning system to keep students on track and within credit/quarter limits.
   • In the justification, consider adding more detail to address any concerns about how shifting the required courses up to the 300-level could lead some students to put
everything off and then try fit everything in their last two years. How does the proposed new curriculum allow for laddering of skill-building?

• One committee member asked whether the removal of the basic quantitative and science requirements might lead to an increase in enrollments that exceeds major capacity. Straus noted that, although the incoming annual Freshman cohort of ENVIR majors is large, it tends to decrease as students explore other related majors within and outside the major, so PoE has the capacity to serve an increased number of majors.
• One committee member asked whether the removal of the required sequences in biology and chemistry will discourage students from pursuing a double degree in STEM. Straus noted that ENVIR does not have a significant number of double majors/degrees and that the doubles span many disciplines (not just STEM).

The committee approved the proposal pending any final revisions.

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

ENVIR 300 “Communication for Environmental Studies” (change # from 200 to 300)

The committee approved the proposal with no revisions but suggested the following:
• Check on how to manage ENVIR 101 prerequisite to make sure ESRM students can still take ENVIR 300.

ENVIR 301 “Research Methods in Environmental Studies” (change # from 250 to 301)

The committee approved the proposal pending final revisions:
• Consider changing title to “Research Design in Environmental Studies” to highlight focus on design versus methods (which may signal statistics and other methods).
• Be explicit about how students will be evaluated on group and individual work (paper, project, etc.)

ACTION:
• Hall will send the proposals back in the Curriculum Management system for revisions.

ENVIR 401 “Analysis of Environmental Cases” (change # from 300 to 401)

ENVIR 490 “Capstone Preparation” (increasing from 2 to 5 credits)

ENVIR 492 “Environmental Studies Capstone: Synthesis and Communication” (increasing from 3 to 5 credits)

The committee approved the proposals with no suggested revisions.

4. Hall and Straus offered updates and reminders:
• The Program on the Environment has been asked to review a new B.A. in Environmental Policy and Planning degree from Eastern Washington University. PoE has reviewed the proposal and has no concerns.
• The last meeting of the academic year is June 3, and the proposal deadline is May 21.
• Units have nominated undergraduates to apply for the open undergraduate student representative position, and the committee will review applicants at the June meeting.
• Please send written feedback/suggested amendments from units on the draft DIV course policy by May 21 (see 4/13 email from Michelle).

Meeting adjourned: 11:30 AM