1. Knut Christianson presented a new course and course change from Earth & Space Sciences

**ESS 107 “Introduction to Ice in the Earth and Space Sciences”**

This 100-level course is targeted to students in ESS, CoEnv, and UW broadly (expecting enrollment to be about 100 students). The course will address the cryosphere, which includes all the ice on earth’s surface (sea ice, snow, lake ice, permafrost, etc.). It includes several interdisciplinary aspects (human communities, interacting with data, guided python notebooks, series of readings and lectures). Project assignment structure: 3 quantitative assignments.

The committee approved the proposal pending final revisions:

- In the “Justification” section, correct the last sentence: “it will be have a broader scope.”
- In the “Activities and Hours” section, a 5-credit course should have a total of 15 hours per week, typically 5 instructional hours and 10 non-instructional hours (only adds up to 10 thus far).
- In the syllabus, clarify how grades will be assigned.
- In the syllabus, need to correct error in how weeks are labelled (“1, 3, 1, 3”).
- In the syllabus, in the title of section 2 a word is missing (“planets and...”).
- In the syllabus, elaborate on what exactly the students will do. What is included in a single assignment? Writing? Describing a plot?
- Currently, the course description reads like a physics-math-coding course. Consider including a phrase like “a background in STEM is not required and there will be support for . . . ,” and/or add under “Recommended Preparation” a phrase such as “experience with basic stats and data manipulation recommended” or “experience with [specific software] recommended.”
- Include other assessments in addition to assignments, to promote course attendance.
- In the syllabus, spell out that there is a written component to assignments, not just coding.
- In course structure, add detail to “meetings” so students can plan their time accordingly.
- Clarify the evaluation – currently it appears that if a student turned in 3 of 3 assignments, and they were all buggy, the student would fail the course (1.5/3, 50%).
Consider clarifying how the assignments meet the learning goals, e.g. avoid having all assignments too targeted on 1 or 2 learning goals.

**ESS 105 “Natural Hazards and Disasters”**

This is a common course in geosciences. It gives students an understanding of physical causes behind natural hazards. The course will examine hazards in the Pacific Northwest and beyond, how to assess hazards and risk, mitigation, probabilities/relative risk, and policy response. Instructors have strong ties to the Pacific Northwest Seismic Network.

The committee approved the proposal pending final revisions:

- Change the effective quarter to Spring 2022 (first offering of the proposed changed course).
- List Atmospheric Sciences as a potentially affected unit in the “Curricular Relationship” section of the proposal. ATM S commented that the proposal includes quite a bit of meteorological content, which overlaps with ATM S 101 “Weather.” ATM S recommends deleting “geological and climatic causes” from the course description, as these not climate; they are weather.
- In the “Activities and Hours” section, list the total hours.
- In the “evaluation Details” section, for the 20% participation, you need a rubric if more than 15% or consider dividing these types of participation into separate categories. See “Application and Syllabus Issues” here: [https://registrar.washington.edu/curriculum/application-issues/](https://registrar.washington.edu/curriculum/application-issues/).
- In the syllabus, include the academic misconduct statement. See sample syllabus statements here: [https://environment.uw.edu/intranet/academics/curriculum/syllabus-guidelines/](https://environment.uw.edu/intranet/academics/curriculum/syllabus-guidelines/).
- In the syllabus, change “quizzes” to “exams” for consistent wording.
- For the required book, consider listing the UW library as a free source.
- Take current learning goals and move them up in Blooms Taxonomy (e.g., “understand” to “apply” etc). See: [https://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/GoalsAndObjectives/Bloom.pdf](https://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/GoalsAndObjectives/Bloom.pdf)

**ACTION:**

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

2. The committee discussed applications for the new Undergraduate Student Representative – 4 applicants (for 1 position). The Dean’s Office is trying to discourage students from serving on multiple College committees in the same year (e.g. as part of Curriculum Committee and Student Advisory Council). The College will want to compare the top candidates to those other lists. The candidate selection criteria are within the xls provided to committee members. The committee made suggested for the evaluation of applicants:

- Need to balance the merits of choosing students based on prior experience versus allowing students to gain experience.
- Serving on a departmental CC may provide confidence to speak up on the College CC.
- Need to focus on what is included in candidate applications, as opposed to knowledge of candidates based on personal interactions.
- Need to use rubric to evaluate – which includes value of previous committee experience and a goal of having multiple majors represented

**ACTION:**

- Michelle will send out poll to cast final ballot.
3. Mikelle Nuwer offered Online Learning Team updates:
   - Kerry, Mikelle, José and LuAnne received NSF-iUSE GEOPAths grant to support UW-admitted transfer students pathway into the geosciences.
   - Mikelle and Kristi will host 2-afternoon, College-wide, TA training the week before Autumn 2021 classes begin. Strongly encourage your graduate students to attend. The OLT will also host pop-up sessions for Winter and Spring 2022.
   - This week concluded conversations with autumn lab and field trip course instructors – great brainstorming sessions. Please encourage your faculty to reach out as they begin to prepare Fall quarter classes – even if this is in September!
   - OLT was recognized at the UW’s “Advances in Higher Education” seminar.
   - OLT is planning to offer a College-based teaching cohort program like UW faculty fellows week.
   - Theater of Equity initiative is still in the details/planning stages. For resources on hosting micro-aggression workshop, contact Center for Teaching & Learning or Professional & Organizational Development.

4. Julia Parrish led the committee in a discussion of how to incorporate unit feedback into the proposed new policy on evaluating requests to add the Diversity (DIV) designation to College of the Environment courses:
   - Discussion focused on the suggested new College rubric/guidelines for evaluating these requests, not on the university requirement because the College Curriculum Committee cannot amend the existing university DIV requirement.
   - Agreement that the College should set a high bar for DIV, as unlike other Areas of Knowledge, this designation is not reviewed at the University level.
   - Committee suggested making JEDI represented in course title a strong recommendation, not a requirement.
   - Committee suggested combining the last 4 bullets that overlap and removing reference to specific percentages of content/readings that need to be JEDI-focused.
   - Consider asking instructors applying for DIV designation to add extra 1-2 paragraphs to explain WHY course should have a DIV and how JEDI content is integrated into all parts of course.
   - Consider asking for 1-2 paragraph justification of how course meets any AOK designations in the future.

**ACTION:** Julia will send revised document to Committee Chair.

Meeting adjourned: 3:32 PM