1. Proposed new course from Aquatic & Fishery Sciences:
   - FISH 572 “Principles and Applications of Fisheries – Independent Surveys”
     [https://uw.kuali.co/cm/#/courses/view/627c06e5aa0d95cbf476882f](https://uw.kuali.co/cm/#/courses/view/627c06e5aa0d95cbf476882f)

Summary of proposal: The School of Aquatic and Fisheries Sciences (SAFS) is fortunate to have collaborators at NW Fisheries Science Center and Alaska Fisheries Science Center, and International Pacific Halibut Commission available to teach graduate course. This course was offered as a FISH 507- Special Topics, twice. Fisheries independent surveys are those independent of commercial fishing vessels/effort with data used for ecological studies and biodiversity assessments. The course fills with folks currently or planning to work for state or federal agencies in fisheries management. The course is a mix of lectures, student-led literature review groups, and a course-long project analyzing survey data for peer-reviewed publication, including a final presentation. Students completing the course are expected to be able to lead these types of surveys, project design to publication.

The committee approved the proposal pending final suggested revisions:
- In the syllabus, check for consistent font size; the body of sections 2 & 3 are size 13 font.
- In the syllabus, change the grading scale to a graduate scale. See: [https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-19-grading-system-for-graduate-students/](https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-19-grading-system-for-graduate-students/). Note: a minimum of 2.7 is required in each graded course that is counted toward a graduate degree.
- In the “Activities & Hours” section of the proposal, put in total hours = 12.
- In the syllabus, “Optimization” in the learning objectives is misspelled.
- In the syllabus, the learning objectives could be shortened/revised, especially #6 (too long).
- In the syllabus, make learning objectives (LO) language more precise and able to be assessed/measured. “Appreciate” is not concise enough. LO should describe what students are able to do, e.g., “design an experiment using survey data.” Make LO more tightly mapped to evaluation.
- In the syllabus, consider removing “hot topics” from week 3 if you describe the topics.

2. Proposed new courses from Program on the Environment:
- **ENVIR 430 “Environmental Issues: Regional Perspectives”**
  [https://uw.kuali.co/cm/#/courses/view/627ac92ebd1f08506278f334](https://uw.kuali.co/cm/#/courses/view/627ac92ebd1f08506278f334)
  Summary of proposal: This course has been offered for 4 years as ENVIR 495 “Environmental Issues in East Asia.” The program is currently working to collaborate with the Jackson School to provide students with course offerings that explore social and ecological issues outside of the U.S. The course is repeatable for credit, for different regional emphases and could be paired with a study abroad offerings in the future. The components of the course are: journaling, case studies, book review and discussion, final group project.

  The committee approved the proposal pending final suggested revisions:
  - Consider including a timeline for the assignments, not just weekly readings.
  - Consider including a rubric for the writing assignments or note this will be on the course website.
  - Review the cost of the 3 required tests. Are these relatively cheap? Will there be copies at the library?

- **ENVIR 387 “Environmental Communications Seminar”**
  [https://uw.kuali.co/cm/#/courses/view/603f308c3974ec0026519967](https://uw.kuali.co/cm/#/courses/view/603f308c3974ec0026519967)
  Summary of proposal: This course has been offered for several winters as ENVIR 495 Special Topics. The Proposal is to make this a 1 credit, C/NC communications seminar. Capitalizes on speakers coming to campus for ENVIR 400 “Professional Environmental Communication,” including artists, journalists and activists. Pre- and post-seminar assignments are required, satisfactory completion of 7/10 earns credit. Now students have a 1 credit option to earn I&S credit, repeat the course twice.

  The committee approved the proposal pending final suggested revisions:
  - Address comment from the Communications Department and consider a more distinct title, e.g., “Environmental Professional Communications Seminar.”
  - Provide a list of example seminar titles and speakers (e.g., from Win 2022) to show topical depth and ability to meet the learning objectives.
  - Address error: include first effective quarter/year.
  - Consider including information in the syllabus on how instructors will check that students are doing the work (questions submitted on canvas, written assignments submitted after seminar).
3. Proposed new courses (parallel grad/undergrad) from Marine & Environmental Affairs:

- SMEA 474/574 “Environmental Justice in a Changing World”
  
  474: [https://uw.kuali.co/cm/#/courses/view/628409a5bf63aec10d8dba63](https://uw.kuali.co/cm/#/courses/view/628409a5bf63aec10d8dba63)
  
  574: [https://uw.kuali.co/cm/#/courses/view/6284065460916816214e1024](https://uw.kuali.co/cm/#/courses/view/6284065460916816214e1024)

Summary of proposal: The SMEA graduate degree requires at least one course in equity and environmental justice (EEJ). Faculty have noticed that some have some familiarity with EEJ and traditional ecological knowledge and some students do not. The goal of this course is to develop an overview that introduces EEJ topics, to meet the degree requirement. Students can be steered toward this course or a more advanced course depending on their background, to meet the degree requirement. Up to 3 faculty will alternate teaching this course. Feedback from current students led to the incorporation of an end-course reflection on how their own work related to EEJ.

The committee approved the proposal pending final suggested revisions:

- Add ANTH as affected unit because they offer the ANTH/AIS/ENVIR 211 “Environmental Justice” course
- In the “Justification” section of the course proposal, remove the reference to the course being similar to ENVIR 460 if there is no content overlap. Also remove reference to “freshwater and coastal systems” if that is not the focus of the course.
- There is a lot of detail in the syllabus, and it could use more organization. This level of detail may be more appropriate for assignments than the syllabus.
- Make a clear line between the graduate and undergraduate course: are there additional assignments for grads? More rigorous tasks? More rigorous grading scale applied? For guidance, see: [https://registrar.washington.edu/curriculum/400-500-parallel-courses/](https://registrar.washington.edu/curriculum/400-500-parallel-courses/)
- Syllabus – on page 7 maybe remove “sample activities” since it’s just the list of mini workshops.
- Syllabus – in the evaluation section include grading details - percentage scale? curve?
- Syllabus – the “Longhand classroom” section is unique. What is the benefit of longhand journaling? Why longhand versus electronic? What about people with disabilities?
- In the learning objectives, consider:
  - spelling out “BIPOC”
  - rephrasing “develop” antiracist and decolonial practices around...” with “build”
  - replacing “eqips students with... dispositions...” with “perspectives”
  - replacing “Understand” with “Communicate the histories...”
  - remove “praxis” (jargon may not be familiar to students); maybe “Apply anti-racist and decolonial theory and skills to their environmental scholarship.”

- SMEA 473/573 “Practicum in Community-Engaged Ecocultural Research”
  
  473: [https://uw.kuali.co/cm/#/courses/view/62840080f6447f9cc45dffb](https://uw.kuali.co/cm/#/courses/view/62840080f6447f9cc45dffb)
  
  573: [https://uw.kuali.co/cm/#/courses/view/62794e1829c54d8393ab46a4](https://uw.kuali.co/cm/#/courses/view/62794e1829c54d8393ab46a4)
Summary of proposal: This course has been taught several times. It is an advanced equity and environmental justice (EEJ) course that engages students on a much deeper level with feminism, indigenous studies, community knowledge and engagement. The course also satisfies SMEA degree requirements.

The committee approved the proposal pending final suggested revisions:
- There needs to be a clear difference between the evaluation for 400 and 500 level class (required work, intellectual engagement). For guidance, see: https://registrar.washington.edu/curriculum/400-500-parallel-courses/
- In the course description, spell out “STS” = science and technology studies.
- The learning objectives need to be the same in the syllabus and in the course proposal. The LGs listed in the syllabus seem to be pasted from another proposal.
- The evaluation details need to be the same in the syllabus and in the course proposal, e.g., final paper in Kuali, no final presentation.
- The syllabus refers to the class as a “brave” place – consider assigning the paper on brave spaces as the first week’s reading so students know what this means.

4. Proposed new course the Teaching Support Team
- C ENV 555 “Teaching Right: Best Practice Pedagogy in Environment Courses” https://uw.kuali.co/cm/#/courses/view/624617322447c5cb3334689d

Summary of proposal: In the School of Oceanography, for the past 10 years, all graduate students during the first quarter they TA must register for the OCEAN TA course. It helps to form a cohort, get TAS helping each other, problem solving and reviewing best practices. The school has amassed a large set of resources and activities over the last decade. We want to support TAs throughout the College with a 1 credit, C/NC, version. TAs would benefit from larger and more diverse group. The course will be in-person, with content flexible and curated around graduate student teaching interests and needs, with dedicated time to get feedback/practice on emerging problems/issues.

The committee approved the proposal pending final suggested revisions:
- Consider making the cohort aspect more obvious in the description.
- Consider whether this could be an option for undergraduate peer TAs.
- Consider including best practices for lecturing, and presentations/presenting technical material.

5. Discussed new student committee member applications:
The Curriculum Committee needs to select 2 new graduate students, 1 new undergraduate. Refer to the criteria to rank select students. Michelle will send out a rank choice voting poll.
Q: What are qualities student members feel are important? A: Being able to voice the student perspective, comfort and confidence in interacting with the other members.

Meeting Adjourned: 4:30pm