

**Annual Report of the Senate Curriculum Committee**  
**Submitted to the Office of the Corporate Secretary and General Council, University of Winnipeg**  
**April 30, 2014**

The Senate Curriculum Committee (SCC) is pleased to present its Annual Report to Senate for 2013-14. SCC recognizes three areas which formed much of the discussions and deliberations among the committee over the past year:

**1) Curriculum Specifics – Evaluation of Course Components**

- Between May 2013 to April 2014 the following has been review by SCC:
  - 162 credit hours of new courses
  - 15 credit hours of deletions
  - 240 credit hours of revisions
  - 145.5 credit hours of experimental courses
  - Total 562.5 credit hours**
- The committee also approved 3 new Minor Area of Study Proposals, and a series of housekeeping measures
- SCC assesses course outlines for ‘new’ and ‘experimental’ courses with great scrutiny, to uphold the highest standards in pedagogy. SCC wishes to draw attention to the importance of providing detailed course outlines that clearly address the content of the course, and the weight and character of assignments and evaluative components of the course. SCC has noted that curricular aspects such as ‘student participation’, ‘experiential learning’, ‘reflective exercises’, etc., are often addressed in a relatively cursory manner among some course outlines, in turn making it difficult for SCC to judge; (i) what specific components comprise each; (ii) what expectations and standards are provided to, and sought from, the students; and (iii) how each category may be assessed in a more objective fashion. SCC has provided guidelines on its webpage to help individuals craft such components in a more effective and transparent fashion to promote academic and curricular rigor among such elements.
- “Topics” courses were a second category that SCC wishes to highlight. SCC has found these difficult to review without some larger framework on which to base courses that, given their flexible nature, may take on an entirely new iteration (in both topic and in credit hours – 3 or 6) than what may originally be presented to SCC for initial approval. Consequently, SCC encourages some broader (i.e., beyond the department level), long-term mechanism with which to review curricular components among such “Topics” courses.

**3) Curriculum Generalities – Wider Repercussions**

- LAB FEES: SCC understands that this topic has been broached at Academic Planning, notably the matter of potentially revising the structure and framework for lab fees. Such an issue is of critical importance to SCC in assessing curricular components and should be given high priority.
- HEALTH and SAFETY POLICY: This forms a second aspect that is essential in SCC functions, crucially as new curricula come forward that involve off-campus activities (whether local or abroad). This too is a topic SCC deems of great priority.

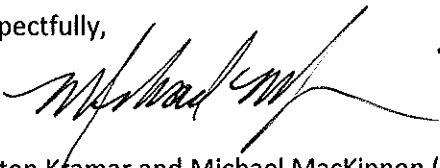
- DISCIPLINARITY vs. INTERDISCIPLINARITY: Given its responsibilities and the volumes of curricular submissions that are viewed, SCC is often in a position to reflect on trends it might see within university curricula as a whole – across departments and programs. SCC wishes to remark that, over the past year among the materials it reviewed, there was a trend towards what might be deemed “greater territoriality” among curricula. SCC witnessed more de-listing of previously cross-listed courses and a greater degree of elimination of courses from outside a ‘home’ department/program that originally may have been components of a previously ‘interdisciplinary’ degree, or may have been options that students could have taken to receive a degree in any one department.

## 2) Curricular Process – Protocol and Reporting Structure

- SCC reviews and recommends to Senate curricular components that underscore the introduction, modification, and abolition of undergraduate programs. This duty has raised some concerns among SCC as to at which step in the overall process of program introduction, modification, and abolition SCC factors, given that programs and their curricula are essentially interconnected—one essentially cannot exist without the other. SCC recommends modifications to this process to encourage more reciprocal dialogue and exchange between Academic Planning and SCC in the introduction of new programs. A proposal that seeks to facilitate such exchange is appended to this review (see “*Articulation between Academic Planning and Senate Curriculum Committee*”)

SCC expresses thanks to all members for their attention and care in examining the large volume of materials forwarded to the committee; however, the vital linchpin in this entire process is Jackie Benson, whose tremendous diligence, good-will, and organizational acumen sets a wonderful standard of excellence and integrity.

Respectfully,



Kirsten Kramar and Michael MacKinnon (co-chairs of SCC)

On behalf of Members of Senate Curriculum Committee:

Glen Bergeron  
Matthew Gibbs  
Karen Magro  
Robert Pryce  
Jacqueline Romanow  
Colin Russell  
Amhet Seyhun  
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