Undergraduate Curriculum Implementation
Green Paper: Highlights

Ryerson University Senate
May 7, 2013
Why this matters

• Greater student choice
  Within and external to their core

• Facilitating more curricular options in programs
  Such as combined majors, minors

• Mandated breadth over time

• More cohesive curriculum policy
  Easier to modify when appropriate
Curriculum Implementation Committee

• Established June 2012
• Mandated to:
  – Identify key principles comprising the general goals of the new curricular structure
  – Further elaborate draft Policy 2
  – Make policy implementation recommendations
  – Hold at least one round of public consultations
Principles

• Career-relevant education
  With sufficient rigour and depth
• Students have more flexibility to define their own educational goals
• Mandated breadth over time
• UDLEs as a framework to define graduate attributes
  Curriculum supports these educational goals (e.g., critical thinking and analytical skills, communication, knowledge of methodologies, application of knowledge and its limitations etc.).
Committee focus to date

1. Establish a pool of Open Elective (OE) courses
2. Explore a game plan for mandated breadth
Implementation – Open Electives

1. Identification of all courses
2. Identification of RESTRICTED COURSES by offering departments
3. Identification of EXCLUSIONS by programs

Open Electives for students
Implementation – Open Electives

Strategies to establish a pool/list of OEs:

1. List self-selected by programs
2. All courses in minors
Implementation – Open Electives

• Potential pool of OEs
  Combines reported courses and courses in minors:

  Reported OEs = 696 (35 are liberal studies)
  Courses in minors not on OE list = 171

  Total = 867

• Number of programs = 56
• Number reporting = 30 (54%)
# Open Electives Pilot

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsibility</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile list of minor courses</td>
<td>Office of the VP, Academic</td>
<td>Completed – April 2013</td>
</tr>
<tr>
<td>Modification of self-reported list</td>
<td>Office of the VP, Academic</td>
<td>Completed – April 2013</td>
</tr>
<tr>
<td>Combine above</td>
<td>Office of the VP, Academic</td>
<td>Completed – April 2013</td>
</tr>
<tr>
<td>Expand Departments/Schools reporting lists of OEs</td>
<td>Office of the VP, Academic</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Vet lists to offering departments and pilot programs</td>
<td>Departments/Schools</td>
<td>Late April/early May</td>
</tr>
<tr>
<td>Review and approval of combined list by Academic Standards</td>
<td>Academic Standards</td>
<td>May 2013</td>
</tr>
<tr>
<td>Approval of list by Senate</td>
<td>Senate</td>
<td>June 2013</td>
</tr>
<tr>
<td>Implementation of list by RO</td>
<td>Registrar’s Office</td>
<td>June – July 2013</td>
</tr>
<tr>
<td>Rollout</td>
<td>Programs</td>
<td>September 2013</td>
</tr>
</tbody>
</table>
Mandated Breadth

“...expose students to **varied and diverse ways of seeing the world** ... develop their capacity to **understand and critically appraise** the issues and context of a discipline outside their major ... and specifically expose ... students to varied types and methods of **reasoning and analysis**, and modes of **communication**.”

Definition of breadth in draft Policy 2
Mandated Breadth
Plan 1 – Multiple Categories

• Categories:
  Humanities  |  Social Sciences  |  Science and Engineering  |  Business  |  Communication and Design  |  Community Services

• Students must take breadth electives from at least 3 categories outside core area of study

• Result: major re-distribution of enrollments across campus
Mandated Breadth
Plan 2: Other category

• Categories:
  Humanities  |  Social Science  |  “Other”

• Students take all their breadth outside their core area

• Over time: Other → more specific categories
  Described on previous slide
Mandated Breadth
Plan 2 – Flagship Electives

• Flagship Electives
  – Introduced in each category
  – Large lecture format, meet the definition of breadth
  – Used to meet mandated breadth or open elective requirements
Mandated Breadth
Ongoing Considerations

• Redistribution of enrolments and resources
  More gradual roll out of the framework

• Routes to ensuring course offerings, and enrolment space, are available in each faculty to provide choice
  SCIF helps, but may need something more
Writing Courses

• Draft Policy 2 definition seems appropriate
  Individually written, out-of-class assignments, analysis of the subject, evaluative/comparative/explicatory judgment, feedback on technical aspects

• Suggest retaining the upper and lower-level categories
Ongoing Challenges

• Scheduling
  – Model suggests students in programs with less prescribed curricula can access reasonable ranges of liberal studies/minor courses

• Supply and Demand
  – Very hard to get good data
  – Flagship electives help meet demand
## Proposed Rollout – as per Green Paper

<table>
<thead>
<tr>
<th>Timing</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/2014</td>
<td>Professional Communications</td>
</tr>
<tr>
<td>Pilot phase</td>
<td>Biomedical Sciences</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2014/2015</td>
<td>Other new programs</td>
</tr>
<tr>
<td></td>
<td>Ex: Real Estate Management</td>
</tr>
<tr>
<td>2015/2016</td>
<td>Creative Industries</td>
</tr>
<tr>
<td></td>
<td>All Faculty of Arts programs*</td>
</tr>
<tr>
<td>2016/2017</td>
<td>All TRSM programs</td>
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<tr>
<td>2017/2018</td>
<td>All remaining programs</td>
</tr>
</tbody>
</table>

* Likely to extend given enrolment distribution issues.
Immediate Next Steps

• Finalize the Open Electives list
• Propose that Senate formally approve a pilot for 2013/2014 at June Senate (two programs)
• Draft White Paper for Senate review – Summer
• Broad consultation – Fall 2013
• Revised policy 2 for Senate approval Fall 2013
Feedback needed

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