



Proposed Policy 2: Undergraduate Curriculum Structure

Information Session

Curriculum Implementation Committee

November 2017

Curriculum Implementation Committee Members

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Undergraduate Curriculum Renewal Initiative

Background

Review began in 2011 with the goals to:

- ensure that Ryerson's undergraduate curriculum continues to meet evolving societal and career need;
- provide greater student choice;
- facilitate the creation of innovative program options; and
- create a more cohesive undergraduate curriculum policy.

Framework for Undergraduate Curriculum Evolution Approved by Senate, June 7, 2011

Current Model	Proposed Model
Professional Studies	Core Studies
Professionally Related Studies	Open Electives
Liberal Studies	Liberal Studies

Milestones in Curriculum Renewal Initiative

2011-2016

- 2012 Curriculum Renewal Committee White Paper and Draft Policy 2 (Undergraduate Curriculum Structure)
- 2013 Curriculum Implementation Committee Green Paper
- 2013 Launch of Open Elective Table and Open Elective Pilot
- 2016 Reactivation of the Curriculum Implementation Committee

Features of Proposed Policy 2

1. Guiding Goals and Principles

Curriculum policy reflects the overarching goals of:

- Ryerson's objectives and mission
- Undergraduate Degree Level Expectations (ULDEs)

Principles:

- Alignment with UDLEs
- Breadth and depth of knowledge
- Program quality and currency
- Provision of multiple curricular opportunities
- Equity, diversity and inclusion
- Indigenous peoples
- Dealing with emerging trends

Features of Proposed Policy 2

2. Refinement of Tripartite Curriculum Structure

Current Model	Proposed Model
Professional Studies 50-75%	Core Studies 60-75%
Professionally Related Studies 10-40%	Open Electives 10-25%
Liberal Studies 8-20%	Liberal Studies 15-20%

Proposed Curriculum Model

Core Studies

- Courses (required and elective) that are foundational and integral to the primary area(s) of study.
- Include courses offered by all relevant departments/schools that are considered essential to the core area of study.

Open Electives (OE)

- Provide students with the ability to make *their own choices* related either to personal interest and exploration or to their particular career paths.
- Students may choose courses outside their core area and/or core electives.

Liberal Studies

- Develops students' capacity to understand and appraise the social, cultural and natural and physical context in which they will work as a professional and live as an educated citizen. Allows students to experience disciplines outside their field of professional specialization.

Features of Proposed Policy 2:

3. A New Proposed Open Elective System

Open electives include all degree-level courses *except those identified as liberal studies courses and those courses specifically excluded by Program or Teaching Departments/Schools.*

- Programs may prevent their students from using courses that are too closely related to the content of core courses in their program and/or are introductory level core elective courses.
- Programs may prevent their students from using introductory level core elective courses.
- Teaching Departments/Schools may permit enrolment in a course to only those students for whom it is a core required course (which may include students in their own program).

OPEN ELECTIVES

Proposed Regulations

- All restrictions should be based on sound and verifiable grounds.
- To maximize student choice of open electives, Teaching Departments/Schools in all Faculties have a responsibility to offer their courses as open electives to non-program students.
- Teaching Departments / Schools also have a responsibility to ensure an appropriate number of seats in their open electives courses.

3. Current Versus Proposed Open Elective Systems

Feature of Student Registration Experience	Current System (Table)	Proposed System
Students can utilize the student enrolment interface to register for courses	Yes	Yes
The full range of open elective choices are displayed to students when registering	Yes	Yes
Teaching departments and schools can apply course restrictions on their courses	Yes	Yes
Programs can apply course restrictions for their own students	Yes	Yes
Course requisites can effectively manage student progression	Yes	Yes
Courses not used to satisfy program core requirements automatically default to count as open electives	No	Yes
Course directives are no longer required to move 'one-off' course choices to the open elective table	No	Yes
Courses needed as prerequisites and/or to complete a minor are always part of student choice	No	Yes
New courses are automatically part of student choice	No	Yes
Student course requirements can be grouped by Faculty in the Academic Advising Report	No	Yes

Features of Proposed Policy 2:

4. New Liberal Studies Governance Structure

The Academic Standards Committee (rather than Liberal Studies Council) would be responsible for recommending to Senate the approval of new liberal studies courses.

Proposed Implementation: Winter 2018

Features of Proposed Policy 2:

5. Specification of Curricular Elements and Streamlining of Curriculum Policies

- Over 40 curricular terms are defined, some for the first time, in a glossary.
- A total of 12 Senate policies related to Ryerson's undergraduate curriculum structure would be rescinded if Policy 2 is approved.

Proposed Plan to Implement Open Electives

Phase 1: Requisite Review

Teaching Departments/Schools conduct a requisite review of all their active undergraduate courses. (Minimum time required to complete: approx. 1-1/2 years)

- Proposed order for Faculties to submit their reviewed courses:
 - Arts
 - FEAS
 - Science
 - FCAD
 - FCS
 - TRSM

Proposed Plan to Implement Open Electives

Phase 2: Programs Transition to Open Electives

All undergraduate programs revise their curricular in accordance with the new model. (Minimum time required to complete: 1-1/2 years)

- Re-name professional courses to core courses
- Change PR tables to Open Electives
- Proposal to Academic Standards Committee may be required, depending on nature of curriculum change.

Proposed order for programs to transition to OEs:

- FCAD, FEAS, FoS, and Arts
- TRSM and FCS

Questions?