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**PROJECT SNAPSHOT**

**Modernizing transfer credit policy, guidelines and procedures at Ryerson**

**Type:** Seamless Transfer

**Project Number:** 2020-38 or S2038

**Project Lead:**Toronto Metropolitan University

**Project Summary**

Recent updates to Ryerson’s undergraduate program structure are based on three broad categories of study - core courses, open electives and liberal studies. The open electives in particular, provide students with the opportunity to choose degree-level courses outside of their core curriculum to gain greater depth and breadth in areas of interest. Open electives also allow students to earn a Minor.

The implementation of open electives provides students with greater choice as they include all degree- level courses offered at Ryerson (with a few exceptions). As a result of this initiative, there is now opportunity to consider a wider range of eligible post secondary courses as equivalent transfer credits.

If approved, this project will help transform overall transfer credit policies and procedures at Ryerson through the development of faculty assessment guidelines for course-to-course transfer. This project will modernize our transfer credit processes and provide a more seamless experience for students by maximizing credit transfer through the recognition of all eligible degree-level courses from other institutions.

**Project Rationale**

Prior to the implementation of open electives, students at Ryerson had comparatively little choices for selecting elective courses. Limited options for selecting elective courses didn’t allow for maximum credit transfer from eligible degree-level courses from other institutions. For example, under the previous structure, a general design course completed at another Ontario university wasn’t considered as an elective credit in our Public Health and Safety degree program. With the introduction of open electives, this course may be considered towards the elective requirement and therefore may be counted toward the completion of the degree. Exposure to different areas of interest allows for student growth and development and is fitting within Ryerson’s emerging program options (e.g. zone learning). We expect this change to impact a significant number of transfer credit assessment decisions positively and optimize transfer credit opportunities for students.

**Results**

An updated transfer credit procedure that acknowledges a broad range of eligible post secondary courses as transfer credits counting towards open elective requirements.

1. Streamlined sub-procedures that support the proposed updates
2. Development of institution-wide faculty assessment guidelines

**Challenges**

COVID posed the biggest challenge. First, adapting to work remotely at the onset of this project created challenges around timelines. Additionally, academic and administrative leaders were dealing with COVID related priorities that delayed most of the project decision making and approval processes.

**Student Outcomes**

Students will benefit from increased opportunities for credit transfer. A wider range of eligible post secondary courses will be considered for credit, counting towards the open elective requirements. This will result in students saving time and money by avoiding enrollment in unnecessary courses to meet graduation conditions. For example, recognition of 5 one-term credits would yield a semester of time and financial savings.

An updated transfer credit policy, with clearly outlined procedures, will make communicating transfer credit related information easier, resulting in increased student engagement.

Faculty assessment guidelines will reduce ambiguity and the need to consult various stakeholders for certain transfer credit decisions. This will save time in the assessment of course equivalencies, resulting in students receiving their transfer credit decisions sooner.

**Institutional Outcomes**

Recognizing all incoming degree level courses for transfer credits will further solidify Ryerson as a desired destination among students with prior post-secondary education.

**Sector or System Implications**

Certain programs may allow for higher flexibility for credit transfer due to curriculum structure - i.e. a program that requires the completion of a broad range of elective courses. Transferring to a like-for-like program would also offer a greater opportunity for credit transfer. These programs should be targeted when working towards a more seamless and student-centered transfer system.

**Tools and Resources**

Procedures and guidelines are currently under review by academic and administrative leadership.

