Acknowledgements
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Preferred Citation

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Why Reverse Transfer?

According to figures from the College Board, nearly half of community college to four-year institution transfer students who earn a bachelor’s degree never earned an associate degree, even though they had enough credits to do so (Fain, 2012). In recent years, institutions, national organizations, and policymakers have explored a process to increase associate degree completion through reverse transfer.

Reverse transfer can be defined as “the process of retroactively granting associate degrees to students who have not completed the requirements of an associate degree before they transferred from a two- to a four-year institution” (Hannenmann & Hazenbush, 2014; Figure 1).

**Figure 1. Reverse Transfer**

Reverse transfer can be institution initiated or student initiated. If the process is institution initiated, the origin institution (community college) and receiving institution (university) typically identify eligible students and contact them notifying them of the award. If the process is student initiated, transfer students, at the time of transfer, consent to having their future credits applied toward an associate degree or students who have already transferred indicate interest of being awarded the associate degree (Marling, 2012).
What are some benefits to reverse transfer?

- **Increases likelihood that student will graduate from four-year institution.** In Tennessee, community college transfer students who earn their associate degree have graduation rates that are 10 percent higher at four-year institutions than those who do not have their associate degree. Research suggests that the associate degree can serve as an important milestone in the higher education pipeline that can act as a motivational factor for students to persist and, ultimately, complete a bachelor’s degree (Taylor, 2015).

- **Gives students an edge in the workforce by providing them with a meaningful credential.** Particularly for students who stop out or drop out of four-year institutions, earning an associate degree that is recognized and valued would be beneficial as they enter the workforce. Research and labor market data demonstrate that students with associate degrees have higher lifetime earnings than students with only some college but no degree. Consequently, employers receive a benefit by having associate degree completers in the workforce (Carnevale, Rose & Cheah, 2011).

- **Provides a more accurate portrait of student completion.** Community colleges that have students transfer before earning a degree lose out on the opportunity to count those students toward completion rates. By implementing reverse transfer policies, community colleges will be positioned to confer associate degrees to students who met the requirements to earn one. These additional conferrals can go a long way to improve morale at the community college as well as boost success that could impact performance-based funding models. Similarly, universities may benefit from additional completions of the bachelor’s degree for reverse transfer students (Taylor & Bragg, 2015).

- **Promotes strong relationships between community colleges and four-year institutions.** Implementation of reverse transfer policies designed to improve associate degree attainment seeks to strengthen existing partnerships and articulation mechanisms that stand to benefit both community colleges and universities alike.

“Reverse transfer provides students with a critical opportunity to earn an associate's degree while pursuing a bachelor's degree. Especially beneficial to students who may also be employees and parents with financial responsibilities, the reverse transfer process allows students to earn an associate's degree that may enhance their job earning potential.”

*—Kathleen Ciez-Volz, Executive Dean of Academic Foundations, Florida State College at Jacksonville*

**Decision Points**

The reverse transfer framework identified by Taylor and Bragg (2015) suggests that there are five key points in the development of reverse transfer policies that require decisions be made. They include student identification, consent, transcript exchange, degree audit, and degree conferral and advising. In this section, each of the decision points are examined and questions posed with the intent of providing answers to institutions interested in beginning a reverse transfer process.
Identify Partnering Institutions and Eligible Students
The reverse transfer process requires the collaboration of both institutions and individuals. As an institution, or consortium of institutions, go about the formation of reverse transfer policies, there are a few important questions to answer related to student eligibility criteria as well as the determining the frequency and scope of implementation. These questions may include:

- **Which institutions are going to participate?** Institutional participation will play in role in understanding how many students may be impacted. Interested institutions may consider forming a reverse transfer consortium that includes multiple institutions for maximum benefit.

- **What are the student eligibility criteria?** Institutions should consider developing a profile for eligible students to include criteria such as credit accumulation, residency requirements, prior degree completion, general education requirements, and academic standing.

- **How often the process will occur and what students will be included?** Partnering institutions should define early the frequency of the process. For example, once a semester. The institutions should also define which associate degrees will be included in reverse transfer program.

**Helpful Tip:** Do not limit your programming to associate in arts/general education students only. Why go to that expense and not be able to look at students from all degree programs including the associate of science and associate of applied science?

Obtain Consent
The exchange of student information requires student consent. There are two approaches to obtaining students consent. One approach is to implement an “opt-out” policy, where students have to overtly choose to not participate in the program. Another is an “opt-in” approach, whereby a student overtly chose to participate in the program. It is generally the case that opt-out policies result in greater participation of students. However, opt-in policies can result in broader participation rates when a college institutes strategic and persistent communication methods.

As an institution, or consortium of institutions, go about the formation of reverse transfer policies, there are a few important questions to answer related to obtaining student. These questions may include:

- **What does FERPA say?** FERPA allows schools to disclose educational records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school; and
  - Accrediting organizations.
Should students opt-in, whereby they actively affirm their interest in being awarded the associate degree? If your institution decides on an opt-in model whereby students must affirm consent, consider developing a dedicated marketing/communications plan that proactively communicates the opportunity to students. An emphasis on the marketability and economic return of an associate's degree may encourage more students to opt into the program. Be sure you communicate with advisors and other Student Services professionals along the way.

Should students opt-out, whereby they have the opportunity to actively deny their interest in being awarded the associate degree? In the national implementation of reverse transfer, opt-out policies have been cited as a way to maximize the likelihood of the awarding of associate degrees through reverse transfer. However, some institutions have local policies prohibiting this procedure. Institutions that have participated in reverse transfer processes recommend an opt-out policy, when at all possible.

**Helpful Tip:** “[Florida International University] added a statement on our admission application requesting consent... This will allow us to continue this important work without the extra step of seeking consent later in the process.”

*Janie Valdes, Assistant Vice President, Florida International University*

**Exchange Transcripts**
An integral part of the reverse transfer process is the exchange of student transcripts. This exchange allows for an accurate and timely analysis of a student’s current academic standing and eligibility to participate and benefit from the program. A key question relating to the exchange of transcripts is whether or not the exchange will be electronic, manual, or a combination of the two. Early in discussions about reverse transfer, convene representatives from across the institutions need to determine their ability and mechanisms to exchange transcripts.

**Conduct Degree Audits**
Degree audits are a critical component of the reverse transfer process. The activity is supported when all participating institutions have the technological infrastructure and adequate course equivalency system to support the audit.

As an institution, or consortium of institutions, go about the formation of reverse transfer policies, there are a few important questions to answer related to conducting degree audits. These questions may include:

**What is the institutional capacity to run degree audits?** Begin discussions about how degree audits will be run and what technology or existing infrastructure you may leverage in the audit process. Be sure to include discussion on manual versus automated degree audits. Institutions undergoing changes to student information systems may make it difficult to get the data needed.
What is the institutional or state policy on course equivalency? Have a thorough understanding about your institution’s or state’s policy on course equivalency and credit for prior learning.

Helpful Tip  Consider adding reverse transfer responsibilities into someone’s job duties to institutionalize reverse transfer. Having a dedicated staff person will promote accountability and ensure consistency in the process.

Confer Degrees
In cases where eligible students have been identified, their consent was obtained, their transcripts were exchanged and degree audits conducted, the next step comes an awarding of the degree. There are a few important questions to answer related to conferring degrees prior to doing so. These questions may include:

- **How and at what point will you notify the student?** Related to the opt-in and opt-out discussion, decide early the messaging and frequency of communications you will have with students eligible for reverse transfer. One Florida partnership launched a geo-fencing campaign through which university students located within a 5-mile radius of the campus received the reverse transfer ad on their cell phones.

- **How will you update student records?** Determine the process by which your institution will update student records.

- **Will you also consider engaging with near-completers, or those students close to graduating?** It may make sense for your institution to develop communications for students on the cusp of being eligible for the associate degree.

Participating Florida colleges went through the process of answering these and similar questions during the implementation of Credit When It’s Due. The next section provides more context specific to Florida reverse transfers partnerships, including policy levers, student criteria, and process.

Reverse Transfer in Florida

Florida’s public postsecondary ecosystem includes two sectors. The Florida College System includes 28 public state and community colleges that offer certificates, associate degrees, and, in some cases, bachelor’s degrees. While governed by local boards, the colleges are coordinated under the jurisdiction of the State Board of Education. Administratively, the Chancellor is the chief executive officer of the system and reports to the Commissioner of Education. The 12 State University System institutions enhance the state and its many valuable assets by providing high quality academic degree programs to meet state economic and workforce needs, cutting edge research to address global problems, and community outreach to improve
the quality of life for Floridians. The Florida Board of Governors serves as the governing body for the State University System and each institution has a local board. The presence of separate governing structures does not, however, inhibit collaboration across sectors.

A History of Collaboration
Florida has a rich history of collaboration, coordination, and articulation between its public postsecondary institutions, including the following policy levers. Policies that support this collaboration include the following.

- **Statewide Course Numbering System (SCNS).** Florida’s SCNS is a key component for Florida’s seamless K-20 system. It includes all course offerings at public and participating nonpublic institutions in Florida and a guarantee of transfer. This transfer guarantee is the mechanism by which mobile students seamlessly transfer without duplicating coursework.

- **“2+2” Articulation System.** Since the 1970s, Florida’s long-standing, comprehensive policies related to acceleration and articulation facilitate student transitions from one education level to the next. Through Florida’s Articulation Agreement, students are able to move seamlessly between postsecondary education sectors.

- **Statewide General Education Core.** To improve articulation and reduce excess credit hours, all SUS and FCS institutions must accept General Education Core courses for transfer credit in the areas of communication, mathematics, natural sciences, social sciences, and humanities.

- **Robust Longitudinal Data System.** Florida is one of the first states to implement a statewide longitudinal data system, which combines and connects FCS and SUS data, supporting institutional efficiency and facilitating evidence-based decision making.

It is within this context that in 2012 the Florida College System Foundation was funded to participate in the national *Credit When It’s Due* (CWID) initiative. All FCS and SUS institutions were invited to participate in the reverse transfer process. Nine Florida colleges and four universities chose to participate as pilot institutions (see Table 1).
Table 1. List of Florida Universities and Partnering Colleges Participating in Credit When It’s Due

<table>
<thead>
<tr>
<th>University</th>
<th>College(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Atlantic University</td>
<td>Broward College, Indian River State College, Palm Beach State College</td>
</tr>
<tr>
<td>Florida International University</td>
<td>Broward College, Miami Dade College</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>Florida State College at Jacksonville</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>Hillsborough Community College, Pasco-Hernando State College, Polk State College, St. Petersburg College, State College of Florida, Manatee-Sarasota</td>
</tr>
</tbody>
</table>

State Level Partnerships
To begin implementing reverse transfer processes, representatives from the Division of Florida Colleges and the Board of Governors met and undertook a number of tasks including the development of a logic model and a partnership agreement.

A Logic Model. To aid in the implementation of the initiative, the systems created a logic model. The model included an identification of the situation, inputs, outputs and outcomes of the initiative needed to implement reverse transfer (see Figure 2).

Figure 2. Logic Model Structure

The current situation recognized the following. For one, students were transferring to universities without first completing the associate degree. Further, the initiative provided an opportunity to recognize the community college contribution to educational attainment. Lastly, the data infrastructure existed to target those students who met the eligibility criteria.

The inputs of the initiative resided within the universities. This is to say that students were currently enrolled in a state university without an associate degree and that those students had already completed 60 or more college credits.
The outputs of the initiative occurred within the colleges. The process of identifying eligible recipients included receiving a list of potentially eligible students from a state university, conducting a degree audit to identify students eligible to graduate, processing the associate degree and then communicating with the student.

The last step of the logic model included the students receiving the associate degree and encouraged to complete the bachelor’s degree. This was supported by creating statewide awareness and interest of the initial pilots as well as aiding businesses in seeing the value of the associate degree.

While the collaborative history of public postsecondary institutions in Florida set the context for collaboration, there were a few factors that need to be navigated during the implementation of the reverse transfer initiative. In particular, these factors included a focus on the completion agenda and corresponding need to increase Floridians with a postsecondary credential, existing laws that allow state universities to award associate degrees, students needing to request associate degrees from universities, and the Florida College System participating in a similar activity titled Project Win-Win.

**An Agreement.** One action consisted of entering into a Consortia Agreement on behalf of FCS and SUS. The purpose of the agreement, provided as Appendix A, was to recognize the role the state system staff as facilitating the initiative between institutions as well as to delineate partnering institutions, identify some parameters of participation and establish student eligibility requirements.

The student eligibility requirements within the agreement included that a student met the following criteria:

- Were currently enrolled in a university,
- Have earned at least 15 hours of college credit at a college (to align with SACS comprehensive standard 3.5.2),
- Transferred to a university before earning the associate degree,
- Have not earned an associate in arts degree,
- Have completed General Education requirements,
- Have completed a minimum of 60 hours of college credit,
- Have not earned a baccalaureate degree, and
- Be in “good academic standing” at both the college and university.

**Institutional Approaches in Florida**

While each partnership made decisions that best aligned within their collaborative structure they did employ the five task framework – identify students, obtain consent, exchange transcripts, conduct degree audits, and confer degrees. In addition to the system-level agreement each partnership signed a Memorandum of
Understanding (MOU) to further delineate roles, responsibilities, expectations, and practices (Appendix B). Examples of some of these activities are provided in this section.

**Identifying Students and Obtaining Consent.** In Florida, the Consortia Agreement between the Florida College System and Board of Governors delineated the student eligibility requirements, allowing for consistent implementation of minimum standards across the pilot partnerships as presented above. In general, the state university agreed to collaborate with partner FCS institution to provide a list of potentially eligible students to start the process.

**Helpful Tip.** Florida’s original MOU had the four-year institutions taking the lead in identifying potentially eligible students. However, when all state partners met to discuss progress, it was much more efficient if the FCS institutions identified students through the National Student Clearinghouse.

The methods by which universities obtained permission varied. For example, Florida International University added language on their admission statement to read:

> I understand that if I am transferring from a Florida community or state college before completing all requirements for an associate degree, Florida International University may forward my Florida International University academic transcript back to that college after completing appropriate coursework at Florida International University so the community or state college may award an associate degree when I am eligible.

In another example, the University of North Florida developed an online form that both explained the initiative and allowed students to opt-into the initiative (see Appendix C).

**Exchanging Transcripts, Conducting Degree Audits & Conferring Degrees**

The exchanging of transcripts were often facilitated through the registrars of universities and colleges. As part of their agreements, Florida College System institutions agreed to conduct degree audits and award the AA degree to eligible students. A sample letter to students who were awarded the degree is provided as Appendix D.

Figure 3 provides an example, in visual format, of a process map depicting how the University of South Florida partnered with 5 Florida College System institutions (Hillsborough Community College, Pasco-Hernando State College, Polk State College, St. Petersburg College, and State College of Florida, Manatee-Sarasota) to aid students in receiving the associate degrees they earned.
Figure 3. The University of South Florida Partnership and Processes and Partner Decisions
Note. This flow chart was modified slightly from the submitted form.
Strategies for Success

Participating Florida colleges and universities suggesting the following reverse transfer strategies to support success. This advice is designed to help institutions overcome the biggest challenges they may face during the implementation process.

**Strategy 1: Define the return on investment for the community college and the four-year institution.** The reverse transfer process is a personnel-, time- and detail-intensive process for institutions. To sustain momentum, it is important to determine – and routinely emphasize – what the return on investment will be for participating institutions.

**Strategy 2: Clarify the process and division of labor up front.** Early in the partnership, identify and meet with the reverse transfer team from each of the partner institutions to discuss the goals and benefits of this work as well as develop a plan for the exchange of student information. This plan should include a clear timeline and lead staff. Setting expectations up front can go a long way in helping the process run smoothly and effectively. Be sure to keep an updated list of who does what at each institution.

**Strategy 3: Look for automation and efficiencies.** Look for opportunities locally and nationally to streamline processes when at all possible. Stay abreast of the National Student Clearinghouse efforts to add a reverse transfer portal that would make the identification and sharing of eligible students more seamless. Consider investing in technology that will make audits and course equivalency examinations more automated.

**Strategy 4: Develop a comprehensive marketing and outreach strategy.** Effective marketing requires collaboration to develop common messages from both the community college and the university. Messages should define reverse transfer, explain the process for participation, and share the benefits of participation. Consider providing information about reverse transfer on the institution’s website, filming student success videos, and establishing a reporting cycle for inter-institutional dissemination of information. Be sure to keep advisors informed of reverse transfer as well. Collectively, these efforts can raise awareness and demand for reverse transfer.

**Strategy 5: Demonstrate the benefits of the associate degree to the student.** Student interest in earning the associate degree after they have already transferred may not be high, so it is important to show the student why earning the associate degree is an important milestone in their educational career. The rationale should be included in marketing and promotional materials to eligible students so they understand the value of the associate degree.
References


*Additional research and resources are provided in Appendix E.*
Appendix A: State System Consortia Agreement

CREDIT WHEN IT’S DUE: RECOGNIZING THE VALUE OF QUALITY ASSOCIATE DEGREES CONSORTIA AGREEMENT

Between
Institutions in The Florida College System
And
Institutions in the State University System of Florida

The purpose of this Agreement is to facilitate the implementation of a new initiative to assist students who have transferred to one of the partnering State University System (SUS) institutions to complete an associate in arts degree at one of the partnering Florida College System (FCS) institutions. This initiative is an extension of any statewide or local transfer agreements in place between institutions. The signatories to this Agreement commit to work collaboratively to enable qualified students to obtain the associate in arts degree at the FCS institution.

Partnering Institutions
The following institutions have agreed to participate in the initiative:

- Florida Atlantic University
  - Broward College
  - Indian River State College
  - Palm Beach State College

- Florida International University
  - Broward College
  - Miami Dade College

- University of North Florida
  - Florida State College at Jacksonville

- University of South Florida
  - Hillsborough Community College
  - Pasco-Hernando Community College
  - St. Petersburg College
  - State College of Florida, Manatee-Sarasota

Each partnering FCS and SUS institution identified in this Agreement agrees to:
1. Appoint a contact person and liaison for the initiative.
2. Share student information and ensure it is done in a manner that is in compliance with FERPA guidelines.
3. Develop a method to track the success of the initiative and share results with the Division of Florida Colleges and the Office of the Board of Governors on an annual basis.
4. Follow parameters of law, rule, and regional accrediting agencies.
5. Explore opportunities to leverage existing technology in an effort to create an effective, efficient, and seamless process.
6. Outline student communication, procedures, and advisement assistance to complete degree requirements.
To participate in the program, the state university must agree to collaborate with partner Florida College System institution(s) to: 1) provide a list of potentially eligible students to its partner college, 2) establish a timeline, and 3) establish communication protocols with students. The Florida College System institution will: 1) conduct a degree audit on the students presented, 2) award the associate in arts degree to eligible students, and 3) report awardees to the Division and its partner university.

**Student Eligibility**
For students to qualify for this initiative, they must meet the following criteria:
- Are currently enrolled at a University*
- Have earned at least 15 hours of college credit at a College (to align with SACS comprehensive standard 3.5.2)**
- Transferred to a University before earning the associate degree
- Have not earned an associate in arts degree
- Have completed General Education requirements
- Have completed a minimum of 60 hours of college credit
- Have not earned a baccalaureate degree
- Be in “good academic standing” at both the College and University

* “University” is any partnering State University System institution.
** “College” is any partnering Florida College System institution.

**Modifications**
Modifications to this Agreement shall be made by mutual consent of the parties, by the issuance of a written modification, signed and dated by authorized officials, prior to any changes being performed.

**Signatures**
This Agreement between partnering Florida College System institutions and partnering State University System institutions was accepted and approved by:

The Florida College System

[Signature]
Date: 6/27/12
Julie Alexander
Vice Chancellor of Academic and Student Affairs

State University System of Florida

[Signature]
Date: 6/28/12
Jay Ignash
Vice Chancellor and Chief Academic Officer

This agreement shall take effect on August 1, 2012.
Appendix B: Local Memorandum of Understanding

REGIONAL REVERSE TRANSFER MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITY OF SOUTH FLORIDA,
HILLSBOROUGH COMMUNITY COLLEGE,
ST. PETERSBURG COLLEGE,
PASCO-HERNANDO COMMUNITY COLLEGE,
AND
POLK STATE COLLEGE

This Memorandum of Understanding (MOU) is entered into by and between the University of South Florida, 4202 East Fowler Avenue, SVC2002, Tampa, Florida 33620, herein referred to as USF, Hillsborough Community College, P.O. Box 31127, Tampa, Florida 33631, herein referred to as HCC, St. Petersburg College, P.O. Box 13489, St. Petersburg, Florida 33733, herein referred to as SPC, Pasco-Hernando Community College, 10230 Ridge Road, New Port Richey, Florida 34554, herein referred to as PHCC, and Polk State College, 999 Avenue H. NE, Winter Haven, Florida 33881, herein referred to as PSC.

WHEREAS, on November 16, 2011, the Presidents of USF, HCC, SPC AND PHCC signed a Joint Resolution to establish a regional consortium of higher educational institutions in the area committed to a regional strategy to expand access, to meet extraordinary demands for growth and to provide for a competitive workforce in the Tampa Bay region (Exhibit A); and

WHEREAS, the Joint Resolution outlined how the consortium partners would establish an alignment of inter-institution systems, policies and procedures for the reverse transfer of coursework from USF to the Florida College System (FCS) consortium partners, for students who did not complete their Associate of Arts (AA) degree to fulfill requirements at the FCS institutions so students will earn the AA from their original SCS institutions; and

WHEREAS, PSC has been added to the Consortium for this Regional Reverse Transfer MOU; and

WHEREAS, USF, HCC, PHCC, PSC and SPC formed a consortium to develop a common framework where academic credits completed at USF will be transferred back to the student’s original FCS for awarding an Associate degree (Exhibit B); and

WHEREAS, this MOU will outline further how the Consortium parties will implement the reverse transfer from USF to the appropriate FCS institution to allow students to graduate with an AA.

NOW THEREFORE, in consideration of the premises, the mutual covenants and agreements contained hereinafter, the adequacy of which is hereby acknowledged, the parties do agree as follows:

Reverse Transfer Toolkit
I. The FCS Consortium Partners will be responsible for the following:
A. Identify domestic students who transferred to USF prior to the completion of their Associate degree at the FCS partner institutions.
B. Provide USF with timely and accurate information for those students who will be able to meet Associate degree requirements at USF each term.
C. Collaborate with USF Registrar to exchange student records.
D. Confer the Associate Degree.
E. Communicate with USF students who have met Associate degree requirements to insure they are aware of the posting of their degree.
F. Provide students with information about the conferral, convocation, and commencement information associated with award of the Associate degree.
G. Recognize and accept any partnering institution’s declaration of completion of General Education requirements.

II. USF will be responsible for the following:
A. Provide access to student academic records for those students requested by the FCS Consortium partners.
B. Upon admission to USF with a minimum of 15 credits earned from an FCS Consortium partner, USF will make students aware of the MOU as outlined in this MOU.
C. Provide FCS Consortium partners with updated and accurate student directory/contact information.
D. Ensure continuous communication and liaison between the USF and FCS Consortium partners in support of these reverse transfer initiatives.

III. FERPA:
Student data disclosed among and between institutions for the purpose of accommodating reverse transfer are sanctioned under Family Educational Rights and Privacy Act (FERPA).

IV. TERMS OF THIS MOU:
A. This MOU shall take effect upon signing. It shall be automatically renewed on an annual basis unless any party provides the others written notice no-later-than one hundred twenty (120) days prior to the expiration of the preceding term that it wishes to terminate this MOU. If any party fails to follow the terms and conditions of the MOU, as set forth herein, the other parties have the right to terminate this MOU immediately upon written notice to the others.
B. This MOU is subject to each party’s continued compliance with Southern Association of Colleges and Schools (SACS) and other accrediting bodies.
C. Modifications, additions or deletions from this MOU must be in writing and signed by any parties.
Appendix C. Sample Opt-in Form

Credit When It's Due

*Credit When It's Due (CWID)* is a new initiative spearheaded by the Florida College System (FCS) and the Florida State University System (SUS). At this time, this program is still in a pilot phase, but you have been identified as potentially being eligible for the program. If you choose to participate, please complete the information below and submit the form. At this time, the pilot program only covers students who transferred to UNF from Florida State College at Jacksonville (FSCJ). Please read the following information before submitting the form.

The CWID program allows students who transferred a sufficient number of college-level credits from Florida State College at Jacksonville (FSCJ) to the University of North Florida (UNF) to have their cumulative academic transcripts reviewed at FSCJ for the possibility of having an Associate of Arts (AA) degree conferred from FSCJ retroactively. Said in the simplest terms, FSCJ will look at all of your college-level coursework earned from all of the institutions you've attended, including UNF, and try to apply those credits to the FSCJ AA degree requirements. If you've met the requirements for their AA degree, FSCJ will update your transcript and you'll receive the AA degree. If the requirements haven't been met, FSCJ will not take any action to update your transcripts.

There is no cost to you, and with the exception of filling out this online form, there aren't any other actions for you to take.

**Please note:** This form will not indicate your desire to earn your AA degree from the University of North Florida. If you would like to apply for your AA degree from UNF, you should submit the graduation application through myWings. You do not need to earn an AA degree to earn your bachelor's degree. Consult your academic advisor in your college if you have questions regarding your degree audit.

- By completing this form and submitting it, you are allowing UNF to send your academic transcripts to FSCJ for a CWID review during the term indicated.
- If FSCJ is unable to award your AA degree based on the coursework you have completed, you may resubmit this form again in the future.
- As part of the CWID review process, an academic advisor from FSCJ may contact you if they have questions.
- If you do not submit this form, your transcripts will not be sent to FSCJ for the CWID review. There is no obligation to participate in the CWID service.
- If you like to permanently opt-out of this service, please complete the form and select the appropriate option below.

If you have any questions regarding this process, your academic advisor and / or the staff in One-Stop Student Services may be able to assist you.

UNF Student ID
First Name

Last Name

Email Address

Daytime Phone

Select Term for CWID Review

Opt-Out

Remove me from this list.
Hello,

Congratulations! I am contacting you on behalf of Indian River State College to deliver great news! As a result of recent changes in State regulations and program requirements, we have determined that you have met the requirements for the award of an Associate Degree from Indian River State College.

Your degree will be posted to your transcript by March 15, 2012. At that time, you can view your transcript online by visiting www.irsc.edu. Once your degree is posted to your transcript, we will be happy to mail your diploma to you. There is no cost for this service. If you have any questions or would like to have your diploma mailed to you, please contact me no later than February 20th, 2012. Again, we congratulate you on this outstanding accomplishment!

Sincerely,

Holly Macias
Retention & Completion Specialist
Enrollment Management Department
Indian River State College
Phone: 772-462-7436  4545
E-mail: hmacias@irsc.edu  irsc.edu
Appendix E. Research and Resources


This review focuses on five states that participated in the Credit When It’s Due initiative, and enacted legislation or set attainment goals for reverse transfer.


This brief reviews a number of state policy options related to student transfer and provides a discussion of the benefits of various policies to the state.


Based on results from a preliminary study of mid-point credentials, this report explores the accumulation of college credits for students who stopped short of conferral of their intended postsecondary credentials.


A brief detail of the benefits of the reverse transfer process, written primarily for the student. This brief includes a chart outlining the potential earnings from an associate degree.


An in-depth analysis of each state college system that has received a grant, at the time of publishing, from the Credit When It’s Due initiative. This analysis details the following for each grant awarded: purpose, scale, context, approach, and degrees.

A report detailing timeline and implementation strategies for the Memoranda of Understanding for the Florida College System. This report also details how the University of South Florida used a five-step process for reverse transfer.


An in-depth presentation on what reverse transfer is, including: the benefits to both the student and the institution, the challenges of reverse transfer, and the considerations.


A list of all the community colleges that offer reverse transfer with the Michigan State University.


A brief summary for the student enrolled in the Missouri College System about the benefits of the reverse transfer process. This summary also lists the two year institutions that participate in the Missouri reverse transfer program.


A presentation by the National Student Clearinghouse outlining the reverse transfer policy and the nationwide student potential for graduation. This presentation outlined the three phases of the service the Clearinghouse offers.


A detailed list from The Ohio State University of frequently asked questions for students about the benefits of the reverse transfer process.

A brief description from the Ozarks Technical Community College about reverse transfer. It features request forms, frequently asked questions, and a video for students considering reverse transfer.


This website provides frequently asked questions about reverse transfer in Tennessee and includes a link to a brief video of Tennessee Governor Haslam explaining reverse transfer.


A brief list for students about the reverse transfer credit agreement and the benefits of reverse transfer from Iowa Public Universities and Community Colleges.


This article tackles the reverse transfer process from four different perspectives and the benefits for the institution, employer, the educational system, and the student. It divides the institution into two parts: the university system and the community college system.


A detailed analysis of 12 states that participated and received grants from the Credit When It’s Due initiative. It lists individual states and their criteria for student eligibility and their electronic transcript exchange.


The author reviews various studies of reverse transfer students and presents a profile of these students and their experiences in the two-year college.