Reverse Transfer/En Route Associate Degree Implementation Manual

CUNY Reverse Transfer Council

August 2019

http://www2.cuny.edu/about/administration/offices/undergraduate-studies/reverse-transfer/
This is the fifth version of this manual, which was first released in March 2016 and previously updated in June 2016, November 2016, and May 2018. For an accessible version, please contact Zhanna Kushmakova.

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I. INTRODUCTION

Background
A report by the National Student Clearinghouse noted that “over the last 20 years, more than 31 million students have enrolled in college and left without receiving a degree or certificate.” Furthermore, 64 percent of entering community college students transfer to four-year colleges without first earning their associate degree (Shapiro et al., 2013, Appendix Table D, p. 64).

Reverse Transfer is a process by which credits earned by a student at a baccalaureate institution that meet and complete the academic credentials of an associate degree at a previously attended community college are transferred from the four-year institution back to the two-year institution. In this way, a student can be awarded an associate degree from the community college.

The benefits of Reverse Transfer for institutions can be both political and economic. With state legislatures becoming more skeptical about the value of investing public dollars in higher education, Reverse Transfer may improve graduation rates and document higher levels of educational attainment than current data indicate.

For community colleges in particular, many of which provide foundational courses in general education for students who transfer without first earning degrees, Reverse Transfer has the potential to correct the penalty inherent in the IPED’s metric which punishes these institutions for their success in facilitating transfer, as such students are not counted as a “completion.” Reverse Transfer may help community colleges document their important role in the process of degree completion. Recalculating completion rates using Reverse Transfer might positively impact community colleges’ performance-based funding, as well as counter prevailing criticism about their low associate degree graduation rates, which, to some extent, is an inevitable by-product of their transfer mission. This tangible benefit to two-year colleges is in addition to the hypothesized improvement in the number of bachelor’s degrees that might be awarded by four-year colleges as a result of increased student persistence if they earned an associate degree “in reverse” (Taylor et al., 2013).

Reverse Transfer Task Force and Council
The CUNY Reverse Transfer Task Force first met on October 5, 2015 at the request of Executive Vice Chancellor and University Provost Vita Rabinowitz. Chancellor Milliken had identified the implementation of a system-wide Reverse Transfer initiative as a University priority. Although CUNY strongly encourages students to fulfill associate degree requirements prior to transferring from community colleges, students sometimes choose to transfer before conferral for many reasons.
In the first year of the Reverse Transfer initiative (2015-16), the Reverse Transfer Task Force was charged with creating policies and implementation procedures. Working groups developed implementation models and prepared concrete guidelines, work plans, and processes that were presented in the previous versions of this manual. The task force comprised college provosts, deans, and administrators across CUNY, as well as central office deans and administrators.

In the second year (2016-17), with policies and procedures in place, the task force evolved into the Reverse Transfer Council, with a focus on incorporating Reverse Transfer into normal business practices at the colleges.

Please note that CUNY defines *En Route* degrees as associate degrees earned via Reverse Transfer at the CUNY comprehensive colleges. (Please see page 12.)

**II. PREPARING FOR REVERSE TRANSFER**

**Creating a Structure**
Determine the structure, roles, and responsibilities appropriate for your college, based on your own organization chart and distribution of duties. Which division will take primary responsibility for the college’s Reverse Transfer initiative—the provost office, registrar’s office, advisement, or transfer services? The participating staff will vary by college, but generally include the following: academic advisor, registrar, graduation auditor, transfer credit evaluator, and program coordinators or chairs as needed (in the event of waivers or course substitutions).

Typically, the major players include the following offices:

- Provosts
- Deans
- Chairs
- Advisors (faculty and staff)
- Registrars
- Admissions
- Institutional Research

Figuring out how best to serve individual students requires managing logistics across several offices/departments. At Lehman, for example, the provost established a standing oversight committee to review and manage progress on Reverse Transfer. At BMCC the provost created a Reverse Transfer team composed of key players from the offices of advisement and the registrar.
It is important to plan for staff time for tasks such as:

- Developing lists of pre-approved substitutions, waivers, and equivalencies (saves time later by making these decisions up-front). There are many student-by-student considerations (requirement terms, waivers/substitutions, overlays and writing intensive courses, residency requirements, etc.). Determine and document guidelines for these issues and fold them into normal practice. Share lists of pre-approved substitutions, waivers, equivalencies among colleges.
- Reviewing the records of potentially eligible students.
- Coding Reverse Transfer degrees in CUNYfirst (REV).

In addition to maintaining accurate data in DegreeWorks, colleges must update Transfer Credit Equivalencies. All academic departments should review current transfer credit rules and evaluate courses that have not yet been evaluated.

**Reverse Transfer Liaisons**

A Reverse Transfer liaison has been appointed at each college (community colleges, comprehensive colleges, and senior colleges) to:

- Serve as project lead for implementation
- Develop the project team
- Act as point-person for all communications and instructions and disseminate those to appropriate offices, including communicating with other Reverse Transfer liaisons
- Track and report progress
- Manage data transactions

The role of Reverse Transfer liaisons is slightly different at senior colleges than at the community and comprehensive colleges. Senior college liaisons communicate with their advisement staff and serve as the point person for Reverse Transfer. Senior college liaisons also work with community college liaisons to reach out to potentially eligible students, as they may be more likely to open an email (or other correspondence) from their current senior college than from their previous community college. Colleges also work together to co-brand messages to students.

Senior and community colleges communicate with each other about pre-approved substitutions, waivers, and equivalencies. Community college liaisons share lists of students who may be three to six credits short of an associate degree, and then senior college liaisons will ensure that those students receive advising at the senior college about which courses to take.
All colleges have up to two users with View Only access to all instances (all colleges) in DegreeWorks, which is helpful for advising. They can use the link at the bottom of the Reverse Transfer website: Reverse Transfer Liaison – Cross Campus DegreeWorks Access. http://www2.cuny.edu/about/administration/offices/undergraduate-studies/reverse-transfer/

When students are awarded an associate degree via Reverse Transfer, senior colleges work with community colleges to update student records and ensure that student advisement reflects the new associate degree, which could affect courses (e.g., number of College Option courses needed according to CUNY Pathways policies) and financial aid.

However, it is the role of all liaisons to create, lead, and communicate with your campus team and to be the primary point of contact for your college with other Reverse Transfer liaisons in all matters related to Reverse Transfer.

Please note that other staff members may join the Reverse Transfer Council, but there is one Reverse Transfer liaison at each college with the specific responsibilities above. The Reverse Transfer liaison list is updated regularly and is available on the Reverse Transfer website.

**Outreach and Marketing**

Reverse Transfer should be communicated as an option for students who did not complete their associate degrees before they transferred to senior colleges, not as an opportunity for community college students in general. Reverse Transfer is intentionally not promoted at the community and comprehensive colleges so as not to encourage transfer before earning associate degrees.

Target outreach to specific students who have met the criteria. The senior colleges may choose to promote the initiative through their advisement offices, orientations, or similar events. Eligible students can then be advised to take courses at the senior college that fulfill degree requirements for an unfinished associate degree.
III. IMPLEMENTING REVERSE TRANSFER

CUNY Associate Degree Completion Opt-in
The CUNY-wide policy is an “opt-in” policy (as opposed “opt-out”), meaning students must affirm that they want their earned associate degrees. CUNYfirst now features the Associate Degree Completion item in a student’s To Do List in the Student Center, which appears at the point of enrollment for all associate and comprehensive students and bachelor’s transfer students. The Associate Degree Completion item explains what the Associate Degree Completion Program is, and students are asked to check a box (radio button): “Yes, I choose to opt in,” or “No, I choose not to opt in at this time.” They can also opt in later by contacting their advisors. Advisors are able to manually add the Associate Degree Completion item to a student’s To Do List by first contacting their college registrars to request access.

To Do List

To Do Item Detail

Test Student

Associate Degree Completion

<table>
<thead>
<tr>
<th>Academic Institution:</th>
<th>Baruch College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Function:</td>
<td>General</td>
</tr>
<tr>
<td>Due Date:</td>
<td>06/03/2019</td>
</tr>
</tbody>
</table>

Frequently Asked Questions

Associate Degree Completion

Students have the choice to opt-in to the Associate Degree Completion Program through the reverse transfer process. If you transfer out of a CUNY associate degree program prior to earning an associate degree, you agree to have all of your transcripts shared and reviewed as a degree candidate, for the purposes of determining fulfillment of requirements by your associate degree granting college. If you have completed your requirements and are eligible to receive an associate degree, you will be notified via your CUNY address of record and last known email address and granted the degree by the associate degree granting college.

Click here for Associate Degree Completion Opt-in

Return
After opting in or out, the student receives a confirmation email with their choice. The language explains that students allow colleges—within and outside of CUNY—to review their transcripts for the purpose of determining fulfillment of requirements for associate degrees.

Criteria for Eligibility
The criteria for student eligibility for Reverse Transfer were determined by the CUNY Reverse Transfer Task Force. Students who are potentially eligible for a Reverse Transfer degree include students at the senior and comprehensive colleges who:

- Earned the minimum credits to meet the residency requirement at the associate-granting college (30 credits for most associate-granting colleges)
- Have not earned an associate degree or bachelor’s degree at CUNY or outside of CUNY
- Had a cumulative GPA of 2.0 or higher at the associate institution (i.e., are in good academic standing)
- Have earned at least 60 total credits by the beginning of the current semester (includes transfer credit from outside of CUNY)

Thus, the current college policies for residency requirements and academic standing hold for Reverse Transfer. (See also Policy Implications on page 22.)
Identifying Potential Students

Twice per year (near the beginning of the fall and spring semesters, October and February), the CUNY Office of Institutional Research and Assessment (OIRA) pulls lists of potentially eligible students based on the eligibility criteria listed above. OIRA provides these lists to the University Executive Registrar, who adds the information into CUNYfirst. Then, each college can pull its own list of eligible students in CUNYfirst with these queries:

- **Associate and Comprehensive Colleges:** `CU_SR_STDNT_REVT_POTENTIAL`
- **Senior Colleges:** `CU_SR_STDNT_REVT_POTENTIAL_BX`

They can check students’ opt-in statuses with the query:

- **Opt-in (Complete) vs Opt-out (Waived):** `CU_SR_STDNT_REVT_OPTIN_LIST`

The fields provided in the lists are:

- `CF_EMPLID`
- `LAST_NAME`
- `FIRST_NAME`
- `MIDDLE_NAME`
- `ADDRESS_STREET_1`
- `ADDRESS_STREET_2`
- `ADDRESS_CITY`
- `ADDRESS_STATE`
- `ADDRESS_ZIPCODE`
- `EMAIL`
- `TELEPHONE`
- `RECEIVING COLLEGE` (the current baccalaureate institution)
- `CURRENT_GPA` (from the start of the semester at baccalaureate institution)
- Baccalaureate credits earned (from the start of the semester at the baccalaureate institution – does not include transfer credits – from the staging table adding up all baccalaureate credits)
- `SENDING COLLEGE`
- `SENDING_MAJOR` (college program title)
- `ASSOCIATE GPA` (from the last available perf)
- `ASSOCIATE CREDITS EARNED` (from the staging table adding up all associate credits)
- `CUMULATIVE CREDITS AT BEGINNING OF SEMESTER` (includes transfer credits)
- Indicator variables to display if a candidate was included on a prior list to help with processing

OIRA uses the IRDB (DegreeFacts – eliminating anyone with either an associate or a baccalaureate degree) and the ADW (CF_ACAD_DEGR) to find and eliminate students with CUNY degrees awarded. OIRA also excludes students with external degrees (looking at the ADW table CF_EXT_DEGREE).
Colleges strategize about which students to review first, such as: students with majors that are less specialized and therefore more likely to result in a degree (i.e., first Liberal Arts, then Business Administration, then other majors), students with the highest credit counts, students eligible to graduate without substitutions/waivers, etc.

For AAS technical or specialized degrees: Advisors or reviewers should determine the most efficient degree configuration to facilitate degree completion for eligible students. Students who were enrolled in a specialized or technical program are least likely to be degree-eligible. The Associate in Arts is, in many instances, the most applicable degree.

There is a Reverse Transfer Process (RTP) service indicator in CUNYfirst to easily identify students who are eligible for a Reverse Transfer review and/or ultimately awarded a degree. This RTP is a positive service indicator with no impact and is viewable to students in their Student Center. There are queries in CUNYfirst that can easily produce a list of students with the RTP service indicator and reason codes. There are reason codes for each sending community colleges; this is an example:

<table>
<thead>
<tr>
<th>Reason Code:</th>
<th>BMDEG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>Associate Degree Awarded</td>
</tr>
<tr>
<td>Short Description:</td>
<td>BMDEG</td>
</tr>
<tr>
<td>Department:</td>
<td>80268</td>
</tr>
<tr>
<td>Reference:</td>
<td>Dept</td>
</tr>
<tr>
<td>Position Number:</td>
<td></td>
</tr>
<tr>
<td>Description:</td>
<td>Student is awarded an associate degree via Reverse Transfer Program (Borough Manhattan CC)</td>
</tr>
</tbody>
</table>

**Reviewing Degree Requirements**

Eligible students can be readmitted (with fees waived) for the purposes of transferring and evaluating credits to facilitate the graduation audit.

For example, the Office of the Registrar at BMCC readmits all eligible students first—by adding a row to their program plan stacks with the reason code ‘Reverse Transfer’ in CUNYfirst, without changing their admit terms. Since these students will not enroll at the community college, they will be auto-discontinued in CUNYfirst. Also, if you are manually updating an equivalency, communicate that with the Transfer Rule Writer so that the transfer rule can be updated. The registrar then reviews transfer credits and posts them. If the credits are not posted, they do not show up in DegreeWorks. Advisement then reviews the students’ records in Degree Works for eligibility. Student Summary View can be used to conduct the review, and students should not be required to submit transcripts.
**Notifying Students**
If students have *not* opted in via CUNYfirst, they must be contacted and agree to receive their associate degree before it can be awarded. If students have opted in with the Associate Degree Completion item in CUNYfirst, **colleges must still notify students via their CUNY address of record and last known email address.** If students do not request otherwise, they will be granted the degree by the associate-degree granting college. But note that there are reasons that students sometimes may not want their degrees, such as visa status for international students.

**CUNYfirst: Action Reason ‘REV’**
In CUNYfirst, when awarding the degree using the program action ‘COMP’, you must use the **Action Reason ‘REV’**. This will enable the identification of Reverse Transfer degrees. This is the only way we are able to measure the hard work you have done; these are the degrees that will be counted each year. Otherwise, we are unable to provide accurate reports and analyses.

The REV degrees are officially counted each year, but colleges can pull their own REVs in CUNYfirst anytime with the query: `CU_SR_STDNT_REVT_DEGREES`.

**Timelines**
The timeline for the Reverse Transfer initiative will vary by college, taking into consideration the academic year, time needed to review students, internal deadlines for applying for graduation and graduation audits, etc.

Twice per year (near the beginning of the fall and spring semesters, **October** and **February**), the CUNY Office of Institutional Research and Assessment (OIRA) pulls lists of potentially eligible students based on the eligibility criteria. OIRA provides these lists to the University Executive Registrar, who adds the information into CUNYfirst. Then, each college can pull its own list of eligible students in CUNYfirst with queries.

Colleges may choose to award Reverse Transfer degrees once each year or more often, perhaps mirroring their usual graduation cycles. Degrees may be conferred any semester. Colleges on the 12/6 cycle should consider financial aid timelines when deciding when to confer degrees (i.e., It may be better to graduate students in Summer, but please discuss with your registrar and financial aid office).

In **September**, OIRA counts the number of Reverse Transfer degrees awarded by each college (by identifying the “REV” codes in CUNYfirst) for Fall, Spring, and Summer.
**Stop-Outs**

CUNY Reverse Transfer initially focused on eligible students within CUNY.

We are now exploring ways to award associate degrees to students who have left CUNY. In September 2018, CUNY and the National Student Clearinghouse (NSC) signed a new master service agreement that allowed CUNY to join the NSC Reverse Transfer initiative and exchange lists of potentially eligible students with other universities, most notably in New Jersey and in the SUNY system. So far, CUNY has received a handful of records of potentially eligible students. As a next step, the CUNY registrar’s office will create a way to “digest” the multiple records into a useable format for colleges.

Student privacy and FERPA are important considerations for stop-outs. There is a proposed Reverse Transfer Efficiency Act bill before Congress for the “release of educational records to facilitate the award of a recognized postsecondary credential.” If passed, this would create an exemption under FERPA to allow easier sharing of student credit information between institutions.

Regardless, CUNYfirst’s new Associate Degree Completion Opt-in includes consent to allow transcripts to be shared and reviewed as degree candidates with other institutions.

**En Route Degrees**

The comprehensive colleges have a broader pool of potentially eligible students. In addition to reviewing students with the same eligibility criteria as students at the community colleges, the comprehensives can review their currently enrolled bachelor’s degree students to see if associate degrees have been earned.

Students can also review their own eligibility via the DegreeWorks Transfer What If. (See page 21.)

At comprehensive colleges, students can apply for graduation for the associate and bachelor’s at the same time. However, students should be encouraged to apply for the associate degree as soon as they meet the degree requirements.

We categorize all Reverse Transfer associate degrees awarded by comprehensive colleges as *En Route Reverse TransferDegrees*, to be clear that students began their college careers at the same college.

*En Route degrees must also be coded in CUNYfirst with the Action Reason ‘REV’.*
IV. IMPLEMENTATION MODELS

In the beginning, we identified two basic Reverse Transfer models that were already in use: one at Hostos, Bronx, and Lehman—and a second model at Queensborough. Several models are presented below as well as included in the appendices. You may choose to follow one of them, or design your own.

There is the College-to-College model, based on inter-institutional agreement or through articulated programs, and the College-to-Student model, based on direct outreach to non-graduate transfers from the community college to multiple senior institutions.

A. The College-to-College model is illustrated by the Bronx and Hostos Community College-Lehman College program, which includes an agreement with articulations in a variety of disciplines. The senior institution assists in identifying potentially eligible students currently in attendance. Key participants include the academic advisor, the admissions office, and the registrar (for transcript review, re-admit, and graduation audit).

B. The College-to-Student model is illustrated by the Queensborough Community College program whereby outreach is to all students within a specified credit range (mostly 50+) and good academic standing. All reviews are under the auspices of the registrar (including eligibility, transcript review, and graduation audit).

BMCC’s Model

BMCC created a Reverse Transfer unit composed of key players from the offices of the registrar and advisement:
- Readmission team: 3 members from the registrar’s office
- Graduation team: 2 members from the registrar’s office
- Advisement team: 6 members from the advisement office

1. The Advisement team reviews the full list of eligible students pulled from CUNYfirst and compares it to previous lists to avoid re-reviewing someone fully who has already been deemed eligible for their degree, etc. Advisement then sends the list to the Readmission and Graduation teams broken down into 3 categories:
   • Students who were on a previous list and are eligible for graduation
   • Students who were on a previous list and weren’t eligible then because of X reasons, but may be eligible now
   • Totally New: never on a list before
2. The Readmission team readmits and reviews transfer credits for the Totally New list, then sends the Advisement team the list of readmitted Totally New students. Advisement then reviews these students with their new transfer credits and sends the Graduation team a list of anyone who is eligible for their associate degree or eligible ‘with action’ (program change, catalog term change, course substitution, etc.).

Once everyone is done with the Totally New list, the Readmission team goes through List 2 (on a previous list but not eligible at the time) and adds any new transfer credits from recent semesters. The cycle then repeats, and the Advisement team reviews this second list to create a list of eligible and ‘eligible with action’ just like the first list of Totally New students.

- Best practice: Each Friday the Readmission team sends a list to Advisement of the students they were able to readmit and pull transfer credits for, and Advisement sends a list to the Graduation team of all the students they were able to review. This way everyone is working on the project continuously and not waiting on any particular department to complete their entire list, and no one is burdened with too much work at any one time.

3. While the Readmission and Advisement teams do these processes, the Graduation team is doing outreach to each ‘eligible’ and ‘eligible with action’ list, which includes emails to the students as well as outreach to/from senior colleges asking them to contact students as well. Emails are sent to senior colleges with a list of students who are eligible, with an attached template about Reverse Transfer eligibility and asking them to email the BMCC graduation inbox to opt-in. Emails are also sent to senior colleges for students who are ‘eligible with action,’ which lists the students with a note that they may be eligible but further action is needed for them and they should reach out to us by phone or to the graduation inbox for further details. A template is attached to the email as well. During slow periods the graduation team also does phone outreach to eligible students.

**Hostos’s Model**

- The Transfer Credit Coordinator receives the new list of eligible students (via the CUNYfirst query) and prepares the academic tabs page in CUNYfirst with the current term and Reverse Transfer codes. That person also completes the “reverse transferring” of courses.
- When that process is complete, the Transfer Credit Coordinator sends the list to the Degree Audit Coordinator.
• The Degree Audit Coordinator reviews the degree audits, and reaches out to those students who can graduate if they participate in the Reverse Transfer program.
• The students are contacted via e-mail to their personal and school e-mail accounts listed in CUNYfirst.
• Follow-up phone calls are also made to students to encourage them to participate.
• Student who agree to participate complete a graduation application sent via e-mail.
• Once the Degree Audit Coordinator receives the graduation application, the Executive Associate to the Provost and Vice President is contacted to assist with waivers and substitutions, if needed.
• When the waivers and substitutions are collected by the Degree Audit Coordinator, the records are reviewed again.
• Completed records are passed on to the Enrollment Registrar Specialist for graduation, the records are review again, and the degrees are awarded.

(Please see the appendices for the Queensborough and Lehman Models.)

V. ESSENTIAL BUSINESS PRACTICES

Transfer Credit Rules and Course Equivalencies
Reverse Transfer is dependent on accurate transfer rules and course equivalencies in CUNYfirst. We suggest that each academic department start by reviewing CUNY-to-CUNY course equivalencies for their particular area of expertise. When updates are necessary, they can be done by campus admissions and/or registrar’s office.

In addition to Reverse Transfer, the following areas are impacted:
1. Typical transfer students – Colleges use CUNYfirst to automatically evaluate transfer credits based on the equivalencies as defined by your college.
2. ePermit – When a student applies for an ePermit, they are presented with equivalency options as defined by your college.
3. Evaluate My Transfer Credit – All students (and prospective students) have the ability to conduct an unofficial evaluation in their Student Center. This evaluation relies completely on the transfer credit equivalencies.

Every time a new course is created, new transfer credit rules must be created for equivalent courses at all other CUNY colleges. For Reverse Transfer, it is especially important for community colleges to create transfer credit rules with all senior colleges. The recommended practice is to review new course reports from CUNYfirst to capture new/changed courses, and create/update transfer credit
rules for all as needed. These queries will assist with the maintenance of the transfer credit rules. We recommend that you run these queries frequently to ensure accuracy with transfer credit:

CU_SR_TRNS_RULE_INTERN_SHRT
CU_SR_TRNS_RULE_EXTERN_SHRT

Please also see page 21 of this manual.

Overlay Requirements
Overlay requirements (e.g., writing intensive courses) completed at the senior institution will be assumed to be equivalent to similar requirements at the community college. For such requirements, waivers by the associate-degree institution should not be necessary.

When a section of a course is labeled as Writing Intensive (with the WRIC attribute), you will see that in the Student Summary View in CUNYfirst.

In some cases, you may need to communicate with individual colleges to assess overlay requirements, and it is helpful to be proactive. For example, Baruch does not offer Writing Intensive courses and instead has Communications Intensive (CI) courses. BMCC worked directly with Baruch to approve CI courses to transfer in as Writing Intensive. They created a list of CI courses at Baruch, since they do not have an attribute in CUNYfirst like the Writing Intensive indicator. (Please see the appendices for this list.)

Waivers and Substitutions
Colleges have the flexibility to make allowances in the best interests of students when determining substitutions, waivers, and equivalencies. Ensure that senior-level members of your Academic Affairs offices are part of the Reverse Transfer team and these decision-making processes.

Waivers or substitutions may be sought in consultation with academic departments where equivalencies are not reflected in CUNYfirst, and yet coursework completed at the senior college would fulfill associate degree requirements. Manual reviews may be necessary as these systems are updated and modified based on the Academic Board Report. Colleges should be attentive to new curricular changes to ensure timely updates.

Colleges can alleviate such labor-intensive processes by making decisions upfront about requirement terms, waivers/substitutions, overlays and writing intensive courses, residency requirements, etc. Colleges can be proactive and leverage faculty expertise to determine guidelines for these issues, document those guidelines, and fold them into normal practice.
VI. ADVISORS AND TRANSFER COORDINATORS: Practices and Considerations

For Community and Comprehensive Colleges:

What to Look for (and Prepare for in Advance)

- Commence training on technology, policies, and protocols for implementation of Reverse Transfer, specifically for bypassing standard readmission practices and fees.
- Develop on-campus work flow/process manual or chart.
- Participate in creating, implementing, scribing, and updating transfer credit rules and equivalency tables in CUNYfirst.
- Admissions/Transfer-In/Credit Evaluations: Institutions should work with their college’s Institutional Research and with the CUNY Office of Institutional Research to determine if there are any patterns as to where their early transfer students go, at what stage they leave, and to what degree they remain in the same academic area. This will help prioritize which courses/programs to focus on for identification, evaluation, and scribing purposes.
- Based on IR data, the team should prepare for likely substitutions and waivers, particularly for any courses that would be less likely to have been taken in the first year, and establish/cultivate an inventory of pre-approved substitutions/waivers/equivalencies, where possible.

Waivers, Substitutions, and Overrides

- Academic and transfer-out advisors should be aware of the complications involved in Reverse Transfer, in the event that a student seeks to intentionally transfer early (i.e., the courses they would most likely take on transferring early would be courses that would either be part of their program at the community college, or would be courses that would be waived by completing the AA/AS prior to transfer).

Trends and Patterns That Would Inform Scribing Changes or Polices

- Academic and transfer-out advisors should be privy to any patterns in the IR data that can help them engage in retention through advisement and be alert to programs that are more likely to lose students through early transfer.
- They should be trained on Reverse Transfer policies and procedures and should have a direct line of communication with the advising offices of senior colleges that will allow both sets of advisors to work in concert on programmatic and advisement challenges.
For Senior Colleges:

**What to Look for (and Prepare for in Advance)**

- Commence training on technology, policies, and protocols being used for implementation of Reverse Transfer.
- Develop on-campus work flow/process manual or chart.
- Reverse Transfer liaison and registrar assist in identifying potentially eligible students currently in attendance in accordance with the Reverse Transfer activities and deadline schedule. The senior colleges will receive a list of students that have met the criteria to be considered for a Reverse Transfer degree from the community or comprehensive college they transferred from. This information is turned over to director of academic advising. Advisors will review the consolidated transcript, and if a student attended more than one CUNY community college, the advisor will identify the institution from which the student could potentially receive an associate degree via Reverse Transfer and will share information with Reverse Transfer liaisons at community colleges. Community college liaisons should share their own findings regarding potentially eligible students, and senior and community colleges will ensure compatible lists/target students on a regular basis.
- Joint and collaborative outreach by both institutions may be initiated with additional secondary outreach by the community college. Information and messaging must be uniform and information shared with one another by community and senior institutions.

**Waivers, Substitutions, and Overrides**

- The community college will determine whether completed coursework at the senior college is enough for Reverse Transfer consideration or if additional coursework at the senior college is required. During this review, the community college will determine if substitutions, waivers, new degree track, or different catalog year is needed to facilitate Reverse Transfer.
- If additional coursework at the senior college is needed, academic advisors (with the help of community college Reverse Transfer liaison) will assist student to make academic choices at the senior college to meet associate degree requirements, while maintaining traction toward the baccalaureate degree as well as meeting financial aid and Reverse Transfer regulations. Community colleges will share their inventory lists of pre-approved substitutions/waivers/equivalencies where/when possible with senior colleges.
- Upon completion of identified coursework, the academic advisor will inform the community college liaison, who will review student for Reverse Transfer with the considerations as noted above.
- According to the Reverse Transfer activities and deadline schedule, each community college will inform the senior college upon the awarding of the associate degree so that senior
A institution can adjust student’s baccalaureate degree requirements in CUNYfirst and DegreeWorks, according to CUNY Pathways policies.

- Academic advisors will review the forthcoming semester’s registration of newly awarded associate degree recipients in accordance with adjusted baccalaureate degree requirements and assist students in adjusting their program accordingly, as necessary.

**Trends and Patterns That Would Inform Scribing Changes or Policies**

- Regularly monitor your institution’s curricular changes and work with your on-campus point-people to ensure that CUNYfirst and DegreeWorks keep pace with the changes and that rules, equivalencies, and policies are regularly updated and scribed.

- It is recommended that all institutions that do not have a set timetable for curricular change implementation formally adopt a timetable to ensure that faculty, advisors, systems, and publications articulate the same curriculum, requirements, and information.

- Report concerns, issues, trends, patterns, problems to your institution’s Reverse Transfer liaison so that he/she may report the information to the CUNY Reverse Transfer Council.
VII. TECHNOLOGY: CUNYfirst and DegreeWorks

**CUNYfirst: Action Reason ‘REV’**
When awarding the degree using the program action ‘COMP’, colleges must use the Action Reason ‘REV’. This will enable the identification of Reverse Transfer degrees. Without the ‘REV’ code, we are unable to provide accurate reports and analyses. En Route degrees must also be coded in CUNYfirst with the Action Reason ‘REV’.

**CUNYfirst: Queries**

See **Campus Community (Shared Data) Roles** and request **CU_Query_Run**. Submit to your local help desk.

To pull list of eligible students:
- Associate and Comprehensive Colleges: **CU_SR_STDNT_REVT_POTENTIAL**
- Senior Colleges: **CU_SR_STDNT_REVT_POTENTIAL_BX**

To check students’ opt-in statuses:
- Opt-in (Complete) vs Opt-out (Waived): **CU_SR_STDNT_REVT_OPTIN_LIST**

To pull list of degrees awarded via Reverse Transfer:
- **CU_SR_STDNT_REVT_DEGREES**

To pull REVs:
- **CU_SR_STDNT_DEGREE_REVTRNS**

To assist with the maintenance of the transfer credit rules and courses:
- **CU_SR_TRNS_RULE_INTERNAL_SHRT**
- **CU_SR_TRNS_RULE_EXTERNAL_SHRT**

For graduation queries:
- **CU_GRADPRG_CHKOUTSTAT2_DETAIL**

*August 2019*
App: Transfer Credit Equivalencies
Christopher Vickery, Director of General Education at Queens College, created an app to review, verify, and validate transfer credit equivalencies available here: http://transfer-app.qc.cuny.edu, which includes user instructions via this link. Deborah Conway, BMCC, also created a user-friendly guide, available in the appendices and on the Reverse Transfer website.

CUNYfirst: Evaluate My Transfer Credit
CUNYfirst features the Evaluate My Transfer Credit component, which is student-facing only and requires a CUNYfirst login. Evaluate My Transfer Credit is helpful for students and advisors to use together.

Without TIPPS (no longer in use), you can still see how your courses are accepted at other colleges (without signing in) in CUNYfirst with Browse Course Catalog. But the reverse—seeing how other colleges accept your college’s courses—is more difficult and involves clicking around to look at different equivalencies. Evaluate My Transfer Credit is not intuitive and not a sufficient replacement for TIPPS.

The DegreeWorks Transfer What If is the better replacement for TIPPS.

DegreeWorks: Transfer What If
The Transfer What If component is part of the recent DegreeWorks upgrade. Transfer What If shows if a student transfers from one college to another, how credits transfer, and how they apply to the new degree. Transfer What If allows students to audit coursework from their current college and other colleges attended within CUNY against degree requirements at transfer CUNY colleges, based on transfer rules configured in CUNYfirst and interfaced to DegreeWorks.

Transfer What If is in operation at all CUNY colleges, as of Summer 2019. The Reverse Transfer Council plans to propose best practices for its use and data maintenance.

DegreeWorks: Shared Access
All colleges now have select users with View Only access to all instances (all colleges) in DegreeWorks, which is helpful for advising. Those with cross-campus access can use link at the bottom of the Reverse Transfer website: Reverse Transfer Liaison – Cross Campus DegreeWorks Access.
http://www2.cuny.edu/about/administration/offices/undergraduate-studies/reverse-transfer/
Transcripts and ePermit: Troubleshooting

BMCC has created a process for students who have come back to take a course via ePermit between when they transferred out and the semester they asked to graduate via Reverse Transfer:

When the student comes back for ePermit, reactivate the old record in CUNYfirst with reason code “6” (ePermit) under the same career number. Do not create a new career for the non-degree/ePermit program; keep using the old one that hasn’t been awarded yet.

- If you made a new career as an ePermit already, consolidate the two careers into one, assign all the prior terms to the older career number and delete the new career’s program/plan stacks so everything is under the older career.

Once the student applies for Reverse Transfer (RT), program change (PRGC) them back to their original degree program and update their graduation status to Applied.

- If they are at your college on ePermit and apply for RT graduation at the same time, you need to leave them in the ePermit program for the length of the semester to avoid charging them tuition mid-semester (when they shouldn’t be charged at all because they’re ePermit-in).
- Add a stack to PRGC them and *future date* it for *a day or 2 after* the current semester ends. You can still award them for the regular award date and it will show up as the degree program and not non-degree/ePermit. However, their final semester at your college will show they were non-degree/ePermit for that semester, so everything should reflect correctly.
VIII. POLICY IMPLICATIONS

Many policy issues will continue to emerge, and most decisions should be determined locally at the college. Below are some of the CUNY-wide policy issues identified thus far.

**Student Consent and Outreach**
CUNY employs an “opt-in” policy, in which students actively affirm that they permit their transcripts to be reviewed and receive the degree (as opposed to an “opt-out” policy).

The CUNY Associate Degree Completion Opt-in collects student consent in CUNYfirst at the point of enrollment. This supports the CUNY opt-in policy, while streamlining the process and increasing the likelihood that students will receive their earned degrees. Students will be notified when eligible to receive associate degrees and have the option to decline, but if they do not respond, colleges may grant the degrees without further consent.

*The following items are reiterations or clarifications of current policies. They hold for Reverse Transfer and should not be changed.*

**Student Eligibility**
In order to obtain an associate degree via Reverse Transfer, students must be in good academic standing at the community college, meaning they must have a GPA of 2.0 or higher when calculated with regard to the courses they completed at the community college.

**Pathways College Option**
CUNY policy provides students who complete associate degrees with benefits (fewer College Option credits); this policy holds for Reverse Transfer students. Once a student receives an associate degree, their College Option requirements will be reduced to no more than 6 credits, as required by Pathways policy.

Note that this requires careful timing and attention to the registration schedule and the student status in CUNYfirst. Care needs to be taken to consider financial aid implications and TAP audit timelines.
The below items are for the colleges to determine. Colleges should decide how to approach these issues and apply their policies consistently. We recommend taking students’ best interests into account and being flexible. Make use of faculty expertise to establish guidelines.

**Specified Curriculum in the Community Colleges**

Many CUNY associate degree programs have highly specified degree requirements with few or no elective credits in the curriculum, making it unlikely that students would meet remaining requirements for their associate degrees while working toward their bachelor’s degrees.

CUNY encourages colleges to be flexible when considering whether students meet program requirements. Colleges may want to consider revising basic AA degrees to be more flexible to allow for a greater range of courses to meet requirements.

**Reliance on Course Equivalencies**

To determine if students have met requirements of the associate program, coursework completed must be deemed equivalent to courses required for the associate program. However, in some cases courses taken at one college have no equivalent at another CUNY college. This may be especially problematic for Reverse Transfer because the senior colleges typically offer many more courses than the community colleges. In cases where a course taken at one college has no equivalent at another college, the course may transfer for blanket elective credit or blanket credit in a discipline, and it is unlikely that such blanket credit would help students meet particular degree requirements.

CUNY encourages colleges to be flexible when determining equivalencies and consider the “spirit if not the letter” of equivalencies, when appropriate. CUNY encourages colleges to be proactive and leverage faculty expertise to determine guidelines for waivers, etc.

**Parameters for the Analysis of Completed Coursework toward Degree Requirements**

It is possible that students may meet degree requirements as published under one catalog year, but not the degree requirements published in another catalog year. To optimize the success of Reverse Transfer, student coursework should be analyzed against the current catalog requirements as well as the requirements that were in effect when the student began at the community college.

It may be desirable to consider allowing course substitutions or requirement waivers in particular circumstances and/or switching degree programs.
Colleges have implemented the Pathways Common Core framework in different ways, which may raise questions about how to make Reverse Transfer equitable across CUNY colleges. For example, some colleges may require that students fulfill the sixth course requirement in the Flexible Core in the Creative Expression area. Colleges need to develop their own guidelines about which recent requirements they will grant waivers for.

Overlay requirements present another potential hurdle that could be addressed through waivers in particular circumstances. For instance, many colleges require students to complete one or more Writing Intensive courses as part of their degree program, with the expectation that this requirement will be completed simultaneously with other requirements for the degree. However, students who have left the college may not have fulfilled such overlay requirements. But please note that the use of substitutions and waivers may require faculty approval, and further, the widespread use of waivers and substitutions could be problematic in a TAP audit.

Again, CUNY encourages colleges to be proactive and leverage faculty expertise to determine guidelines for waivers.

**ePermit**
CUNY’s ePermit policy is available here:
http://www2.cuny.edu/about/administration/offices/registrar/resources/
IX. PREPARATION OF THIS MANUAL

Your comments, ideas, and recommendations are most welcome and appreciated. Please share your suggestions with your college Reverse Transfer liaison who will communicate them to the Reverse Transfer Council.

These implementation guidelines were originally prepared by the Reverse Transfer/En Route Associate Degree Task Force, which was charged by Executive Vice Chancellor Rabinowitz in 2015 to identify and draft policies and develop implementation procedures. The task force also served as a working group to develop implementation models and strategies and prepare concrete guidelines, work plans, and processes to be shared with and implemented at the colleges. The original task force members who prepared this manual (in its initial 2016 version) were:

Anny Morrobel-Sosa, Provost, Lehman College (Co-Chair)
Lucinda Zoe, University Dean for Undergraduate Studies, CUNY OAA (Co-Chair)
Paul Marchese, Provost, Queensborough Community College
Karrin Wilks, Provost, Borough of Manhattan Community College
Felix Cardona, Assistant Dean, Hostos Community College
David Crook, University Dean, Institutional Research and Assessment
Robert Maruca, Associate University Provost for Planning, CUNY OAA
Annmarie Bianco, University Registrar
Chris Buonocore, University Director of Course and Transfer Information
James Anastasio, Computer Information Systems/ Information Technology
Karen Kapp, Director of Administration and Grants, CUNY OAA
Kathy Mone, Finance Manager, CUNY OAA
Stephen Sheets, Office of Institutional Research and Assessment
Yvette Rosario, Senior Registrar, Lehman College
Ann Tullio, Registrar, Queensborough Community College
Linda Reesman, Faculty Fellow in Academic Affairs, Queensborough Community College
Laura Silverman, Director of Advisement, Queens College
Bart Grachan, Director of Transfer Services, LaGuardia Community College
X. REFERENCES AND SELECTED BIBLIOGRAPHY


Additional Useful Resources

Credit When it’s Due, Office of Community College Research and Leadership | University of Illinois at Urbana-Champaign. http://occrl.illinois.edu/cwid

Reverse Transfer: The path less traveled http://www.ecs.org/clearinghouse/01/18/77/11877.pdf


Blueprint for College Readiness http://www.ecs.org/docs/ECSblueprint.pdf
XI. APPENDICES

Baruch’s Communication-Intensive Courses (to fulfill BMCC’s Writing Intensive courses)
Transfer Rule Evaluation Website Walkthrough
Model Operating Procedures: Queensborough
Model Operating Procedures: Lehman
Baruch College Communication-Intensive Courses (CICs)

- **ANT 1001**
- **ENG/CMP 2800 or 2850**

**All capstone courses** – When the Tier III minor was first instituted, it was established that all capstone courses would be communication intensive (CIC). The list below is from the general education page of the Baruch website. As you see, some minors require specific capstones, while other programs allow any course in the discipline at the 4000-level to serve as a capstone course.

<table>
<thead>
<tr>
<th><strong>Minors</strong> (2 courses at the 3000 level or above*)</th>
<th><strong>Capstone Course(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
<td>AMS 4900</td>
</tr>
<tr>
<td>Anthropology</td>
<td>(any 4000-level SOC/ANT course)</td>
</tr>
<tr>
<td>Art (4 tracks)</td>
<td>ART 4900, FPA 4900 or FPA 5070</td>
</tr>
<tr>
<td>Asian and Asian American Studies</td>
<td>AAS 4900</td>
</tr>
<tr>
<td>Black and Latino Studies</td>
<td>BLS/LTS 4900</td>
</tr>
<tr>
<td>Black Studies</td>
<td>BLS/LTS 4900</td>
</tr>
<tr>
<td>Business Writing</td>
<td>(Any JRN course at the 4000 level or above except JRN 5050, JRN 5051, and JRN 5052)</td>
</tr>
<tr>
<td>Chinese</td>
<td>(any 4000-level CHI course)</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>COM 4900, COM 4905, or 4906</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>(any 4000-level CMP course)</td>
</tr>
<tr>
<td>Economics</td>
<td>(Any ECO course at the 4000 level or above except ECO 4000)</td>
</tr>
<tr>
<td>English</td>
<td>(any 4000-level ENG course)</td>
</tr>
<tr>
<td>Film</td>
<td>FLM 4900</td>
</tr>
<tr>
<td>French</td>
<td>(any 4000-level FRE course)</td>
</tr>
<tr>
<td>Global Studies</td>
<td>JDC 4900 (now GLS 4900)</td>
</tr>
<tr>
<td>Hebrew</td>
<td>(any 4000-level HEB course)</td>
</tr>
<tr>
<td>History</td>
<td>HIS 4900</td>
</tr>
<tr>
<td>Humanities with Honors</td>
<td>see Honors advisor</td>
</tr>
<tr>
<td>Information Studies</td>
<td>LIB 4900</td>
</tr>
<tr>
<td>Information Technology and Social Responsibility</td>
<td>CIS 4910</td>
</tr>
<tr>
<td>Interdisciplinary Minor in Environmental Sustainability</td>
<td>ENV 4900</td>
</tr>
<tr>
<td>Italian</td>
<td>(any 4000-level ITL course)</td>
</tr>
<tr>
<td>Japanese</td>
<td>(any 4000-level JPN course)</td>
</tr>
<tr>
<td>Jewish Studies</td>
<td>JWS 4900</td>
</tr>
<tr>
<td>Journalism</td>
<td>(Any JRN course at the 4000 level or above except JRN 5050, JRN 5051, and JRN 5052)</td>
</tr>
<tr>
<td>Latin American and Caribbean Studies</td>
<td>BLS/LACS/LTS 4900 or BLS/LACS/LTS 4901</td>
</tr>
<tr>
<td>Latino Studies</td>
<td>BLS/LTS 4900</td>
</tr>
<tr>
<td>Law and Policy (not the business law minor)</td>
<td>LAW 4900, LAW 4905, or LAW 4906</td>
</tr>
<tr>
<td>Literature in Translation</td>
<td>see Comparative Literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>any 4000-level MTH course except MTH 4009, MTH 4119, and MTH 4410</td>
</tr>
<tr>
<td>Music (4 tracks)</td>
<td>MSC 4900</td>
</tr>
<tr>
<td>Music Theory</td>
<td>MSC 4905</td>
</tr>
<tr>
<td>Natural Sciences (multiple tracks; see advisor)</td>
<td>(any 4000-level course in natural sciences)</td>
</tr>
<tr>
<td>New Media Arts</td>
<td>NMA 4900</td>
</tr>
<tr>
<td>Philosophy</td>
<td>PHI 4900 or PHI 4905</td>
</tr>
<tr>
<td>Physics</td>
<td>PHY 4130, PHY 4140, or PHY 4201</td>
</tr>
<tr>
<td>Political Science</td>
<td>POL 4900</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY 4010, PSY 4012, PSY 4013, PSY 4039, PSY 4051, PSY 4084, PSY 4181, PSY 4182, PSY 4183, PSY 4184, PSY 4185, PSY 4900</td>
</tr>
<tr>
<td>Religion and Culture</td>
<td>REL 4900</td>
</tr>
<tr>
<td>Sociology</td>
<td>(any 4000-level SOC/ANT course)</td>
</tr>
<tr>
<td>Spanish</td>
<td>(any 4000-level SPA course)</td>
</tr>
<tr>
<td>Spanish-English Translation</td>
<td>SPA 4004</td>
</tr>
<tr>
<td>Survey Research</td>
<td>PAF 4402</td>
</tr>
<tr>
<td>Theatre</td>
<td>FPA 4900</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>WSM 4900</td>
</tr>
</tbody>
</table>

List of Baruch CI courses approved by BMCC to transfer in as WI (Writing Intensive).
Transfer Rule Evaluation (TRE) Website Walkthrough

This website was created in order to more easily facilitate the review and updating of the 1,000,000+ transfer rules within the CUNY system. This walkthrough was created to help you use this page with minimal difficulty.

Page 1 – A screenshot of page one is displayed below, followed by a text walkthrough with more details.

Step 1: Select Colleges

This is the first step for reviewing the 1,282,062 existing course transfer rules at CUNY.

To see just the rules you are interested in, start here by selecting exactly one sending college and at least one receiving college, or exactly one receiving college and one or more sending colleges.

In the next step you will select just the discipline(s) you are interested in, and in the last step you will be able to review the rules that match your selections in the first two steps.

Background information and more detailed instructions are available in the Reviewing CUNY Transfer Rules document.

1) The school where the courses were originally taken.
2) The school that is transferring IN the courses taken at the Sending College(s)
3) Verify you are a CUNY employee, and verify the identity of those who submit comments
4) Once you enter your email address and click outside the text box, click here to move on to the next step.

Step 1: Select the Sending College – Where were these courses originally taken by the student? This can be used in a few different ways depending on what information you are looking for:

A. You can select multiple schools if you want to see what the rest of CUNY offers in a specific department or subject, or if you want to see how similar courses at other CUNY schools transfer in differently to your Home College.
B. You can select your home college, if you want to see how your course(s) are (or aren’t) being accepted within the rest of CUNY.
Step 2: Select the Receiving College – Where are the courses taken at the Sending College being transferred? Again, this can be used in a few different ways depending on what you chose for Step 1:

A. If you selected multiple schools in Step 1 to see how your Home College accepts a certain type of course, select your Home College for this option.

B. If you selected your home college in Step 1, select the colleges within CUNY that you want to see the transfer rules for. The resulting list will show you how the other colleges within CUNY accept your home college’s courses.

Step 3: Enter a valid CUNY email address. This email will be used to confirm any submissions you make while using this website, so make sure you don’t make any typos. If you just want to browse the rules without a CUNY email, you can enter a fake email address so long as it ends with cuny.edu, such as Nobody@cuny.edu.

Step 4: Once you’ve entered the email address, click outside the text box where you wrote your email address, and then click Next.

- If the Next button is greyed out, you will need to hit Tab on your keyboard or click outside of the text box to make it clickable.

Page 2 – A screenshot of page two is displayed below, followed by a text walkthrough with more details.

Step 2: Select CUNY Subjects

There are 381 disciplines where the sending college is Borough of Manhattan CC or the receiving college is John Jay College. Disciplines are grouped by CUNY subject area. Select at least one sending discipline and at least one receiving discipline. By default, all receiving disciplines are selected to account for all possible equivalencies, including electives and blanket credit.

The next step will show all transfer rules for courses in the corresponding pairs of disciplines. Clicking on these instructions hides them, making more room for the list of subjects.

Reminder: Departments offer courses in one or more disciplines, and disciplines correspond to CUNY subjects. Sending College(s) - Where the courses were originally taken. Receiving College(s) - Transferring IN courses from Sending College(s).

5) Select the disciplines you wish to review - you must select at least one discipline from each college.

6) Click Next when you are done selecting the information you would like to review.

<table>
<thead>
<tr>
<th>Borough of Manhattan CC’s Discipline(s)</th>
<th>Select Sending</th>
<th>CUNY Subject</th>
<th>Select Receiving</th>
<th>John Jay College’s Discipline(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>□</td>
<td>Accounting</td>
<td>□</td>
<td>ACC</td>
</tr>
<tr>
<td>ACC</td>
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<tr>
<td>ACR</td>
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<td>CA</td>
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<tr>
<td>CBA</td>
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</tr>
<tr>
<td>GED</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Improvement</td>
<td></td>
<td></td>
<td></td>
<td>ENGL, ISC, ISM, ISR, ISW, MATH</td>
</tr>
<tr>
<td>African American Studies</td>
<td></td>
<td></td>
<td></td>
<td>AAD</td>
</tr>
</tbody>
</table>

Step 5: Select the disciplines you wish to review the transfer rules for.

This entire page is divided between the Sending College(s) and the Receiving College(s) you selected on Page 1. You can select or de-select all disciplines from either group by checking the boxes at the top of the chart. If you want to only look
at the rules for a specific discipline from the Sending College, Receiving College, or both, check the specific box for that discipline. For example, in the screenshot above we have selected the boxes on either side of the CUNY Subject Accounting to see how BMCC’s Accounting courses will transfer in to John Jay.

**Step 6:** When you are done selecting the disciplines, click Next.

Page 3 – A screenshot of page three is displayed below, followed by a text walkthrough with more details.
**Step 3: Review Transfer Rules**

There are 12 transfer rules. Rules that are highlighted like this have a different number of credits taken from the number of credits transferred. Hover over the "=>" to see the numbers of credits. Credits in parentheses give the number of credits transferred where that does not match the nominal number of credits for a course. Rules that are highlighted like this are ones that you have reviewed but not yet submitted. Click on a rule to review it. Clicking on these instructions hides them, making more room for the list of rules.

**Step 11:** Review the verifications you have made to ensure they are correct. If you do not want to submit one/any of these verifications, uncheck the box in the Include? column.

**Step 12:** Once you have checked/unchecked the verifications you want to submit, click Submit.

**Step 13:** Clicking submit will cause the system to send you an email to verify your identity and authenticity.

---

**Review Your Submissions**

Un-check the Include button if you don’t want to submit an item.

<table>
<thead>
<tr>
<th>Include?</th>
<th>Rule</th>
<th>Your Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>BMC Pass CRJ-101H =&gt; JJC ELEC-1000 (3.0 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BMC Pass CRJ-102H =&gt; JJC ELEC-1000 (3.0 cr.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BMC Pass CRJ-201H =&gt; JJC ELEC-1000 (3.0 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

BMC: CRJ101H is the Honors version of CRJ101 and should transfer the same as CRJ101 (CRJBS-101)

BMC: CRJ102H is the same as CRJ102H and should transfer to JJC the same as CRJ102 (SOC-203)

BMC: CRJ201H is the same as CRJ201H and should transfer to JJC the same as CRJ201 (PSC-101)

<table>
<thead>
<tr>
<th></th>
<th>Submit</th>
<th>Cancel</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>
A screenshot of the verification is displayed below, with a text walkthrough with more details.

Use the link below to confirm that you want to record the following transfer rule reviews. You may ignore this message if you did not perform these reviews or if you have decided not to record them.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Your Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMC Pass CRJ-102H =&gt; JJC ELEC-1000 (3.0 cr.)</td>
<td>BMC: CRJ102H is the same as CRJ102H and should transfer to JJC the same as CRJ102 (SOC-203)</td>
</tr>
<tr>
<td>BMC Pass CRJ-201H =&gt; JJC ELEC-1000 (3.0 cr.)</td>
<td>BMC: CRJ201H is the same as CRJ102H and should transfer to JJC the same as CRJ201 (PSC-101)</td>
</tr>
</tbody>
</table>

**Submit These Reviews**

This link will expire in 48 hours.

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After submitting your changes on the website, you will receive a confirmation email. Click the link to officially submit your changes.

If you do not click this link within 48 hours of submitting the changes on the website, your changes will not be submitted and you will have to re-do all your verifications.
Example
Example 1:
I want to see how Borough of Manhattan CC’s Criminal Justice courses transfer to John Jay College.

For the first page of the website, I select Borough of Manhattan CC as the Sending College, since that is where the courses are being sent from/where the original courses were taken. Then, I select John Jay College as the Receiving College, since that is where the courses are being transferred to.

Lastly, I enter my email in the box, hit Tab on the keyboard or click outside the box, and click Next.

Next, I select the Criminal Justice discipline for BMCC, and All Receiving Disciplines for John Jay. This is because I want to see how BMCC’s CRJ courses will transfer in to John Jay.

If I select the Criminal Justice subject for both colleges, I will only see the BMCC CRJ courses that transfer to John Jay as their Criminal Justice subjects (CJBA, CJBS, COA, COR, etc.). Because I know that not all of BMCC’s CRJ courses will transfer to John Jay as Criminal Justice, I selected All Receiving Disciplines to get the full spectrum.

(Once I’m done, I click the Next button)
You have not reviewed any transfer rules yet.

BMC Course

CRJ 101H: Introduction to Criminal Justice (Undergraduate, Criminal Justice)
3.0 hr.; 3.0 cr.; Requires: (ENG 0B or ESL 14) and ACR 94 and MAT 8
Criminal Justice is the field that studies formal social control. This course covers the processing of crime by agents of formal control (police, courts, and institutional corrections). The general focus is on understanding the complex interactions of structures and agents in the system. Of particular concern are discretion and diversity in law enforcement, due process in criminal courts, and the punishment-rehabilitation dichotomy in corrections. The ultimate goal is to provide a critical foundation that prepares students for the challenges of a career in criminal justice.
(Regular Non-Liberal Arts)

JJC Course

ELEC 100: Elective Credit (Undergraduate, Message)
0.0 hr.; 0.0 cr.; Requires: None
Elective Credit (Message Liberal Arts)
Attribute: Blanket Credit.

On this page, I get a list of the courses matching the criteria I requested. I can then click on any of the courses listed to review the course descriptions. Once I compare the 2 courses, I can state that I verified this information if everything is correct, or suggest corrections if I feel that something should be changed.

<table>
<thead>
<tr>
<th>Sending Courses</th>
<th>Receiving Courses</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMC Pass CRJ-1</td>
<td>JJC ELEC-1000 (3.0 cr.)</td>
<td>Not Yet Reviewed</td>
</tr>
<tr>
<td>BMC Pass CRJ-101</td>
<td>JJC CJB-101</td>
<td>Not Yet Reviewed</td>
</tr>
<tr>
<td>BMC Pass CRJ-101H</td>
<td>JJC ELEC-1000 (3.0 cr.)</td>
<td>Not Yet Reviewed</td>
</tr>
<tr>
<td>BMC Pass CRJ-102</td>
<td>JJC SOC-203</td>
<td>Not Yet Reviewed</td>
</tr>
<tr>
<td>BMC Pass CRJ-102H</td>
<td>JJC ELEC-1000 (3.0 cr.)</td>
<td>Not Yet Reviewed</td>
</tr>
</tbody>
</table>

Restart

You have reviewed 3 transfer rules.

Review Your Submissions

Un-check the Include button if you don’t want to submit an item.

Include?

<table>
<thead>
<tr>
<th>Include?</th>
<th>Rule</th>
<th>Your Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] BMC Pass CRJ-101H =&gt; JJC ELEC-1000 (3.0 cr.)</td>
<td>BMC: CRJ101H is the Honors version of CRJ101 and should transfer the same as CRJ101 (CJB-101) Not sending this because it has a Typo (CJBS)</td>
<td></td>
</tr>
<tr>
<td>[ ] BMC Pass CRJ-102H =&gt; JJC ELEC-1000 (3.0 cr.)</td>
<td>BMC: CRJ102H is the same as CRJ102H and should transfer to JJC the same as CRJ102 (SOC-203)</td>
<td></td>
</tr>
<tr>
<td>[ ] BMC Pass CRJ-201H =&gt; JJC ELEC-1000 (3.0 cr.)</td>
<td>BMC: CRJ201H is the same as CRJ201H and should transfer to JJC the same as CRJ201 (PSC-101)</td>
<td></td>
</tr>
</tbody>
</table>

Submit Cancel

<table>
<thead>
<tr>
<th>Sending Courses</th>
<th>Receiving Courses</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMC Pass CRJ-204</td>
<td>JJC PSC-202</td>
<td>Not Yet Reviewed</td>
</tr>
<tr>
<td>BMC Pass CRJ-204H</td>
<td>JJC ELEC-1000 (3.0 cr.)</td>
<td>Not Yet Reviewed</td>
</tr>
</tbody>
</table>
Step 4: Respond to Email

Check your email at Example@bmail.cuny.edu. Click on the 'activate these reviews' button in that email to confirm that you actually wish to have your two reviews recorded.

Thank you for your work!

---

### Link for confirming your reviews

**To:** CUNY_Transfer_Reviews@provost-access-148820.appspotmail.com

Link for confirming your reviews

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Use the link below to confirm that you want to record the following transfer rule reviews. You may ignore this message if you did not perform these reviews or if you have decided not to record them.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Your Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMC Pass CRJ-102H =&gt; JJC ELEC-1000 (3.0 cr.)</td>
<td>BMC: CRJ102H is the same as CRJ102H and should transfer to JJC the same as CRJ102 (SOC-203)</td>
</tr>
<tr>
<td>BMC Pass CRJ-201H =&gt; JJC ELEC-1000 (3.0 cr.)</td>
<td>BMC: CRJ201H is the same as CRJ102H and should transfer to JJC the same as CRJ201 (PSC-101)</td>
</tr>
</tbody>
</table>

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Queensborough Community College Reverse Transfer Standard Operating Procedures for CUNY Manual

I. Reverse Transfer Overview

At Queensborough Community College our Reverse Transfer Unit consists of a team of individuals who are comprised of registrar, degree audit, and degree conferral and credit advising offices. These offices include the Registrar, Transfer Evaluation, Admissions, Graduation Audit, Institutional Research, and Academic Affairs.

Students are identified as “potential completers” through QCC’s Office of Institutional Research (IR) and from the National Student Clearinghouse. Through an exchange of credit information among CUNY colleges and through our relationships with private universities and colleges, we establish a list of “potential completers” based on a credit range beginning with 50+ credits, but we also review students with credits starting as low as 35.

A designated member of the Registrar who determines if the student is a candidate for graduation audits each student's transcript from QCC and from a currently enrolled senior college. Also, if a substitution is a possibility or a department approval is necessary, the appropriate academic department chair is contacted.

Students receive letters from the Office of Academic Affairs with contact information of the Reverse Transfer Coordinator to complete the reverse transfer process.

II. Reverse Transfer Process

- **STUDENT IDENTIFICATION:** Confirm that a student’s graduation requirements have been met by the end of the semester.
  1. Two full-time members of the Registrar determine the candidate’s readiness and meet with the Reverse Transfer Coordinator.
  2. One of the graduation auditors reactivates candidates who have “passed” the step towards graduation at QCC.

- **STUDENT ELIGIBILITY:** Determine student eligibility based on the following criteria:
  1. Students are in good academic standing.
  2. Students have completed at least 30 credits at QCC.
  3. Students are currently enrolled in a senior college at CUNY or other universities with whom we have relationships.
  4. Students intend to enroll in courses at a senior college that will complete their degree requirements at QCC.

- **TRANSCRIPT EXCHANGE INFORMATION:** Access student transcript information from CUNYfirst.
- **STUDENT CONTACT FOR CONSENT**: Contact students who meet the criteria for reverse transfer through letters that notify the student of missing requirements through either of the following letters identifying credit status.
  1. Students who are currently enrolled in course(s) equivalent to the missing degree requirements, or
  2. Students who will be enrolled in course(s) equivalent to the missing degree requirements.

  Course equivalencies are determined using TIPPS and CUNYfirst but not all CUNY course equivalencies are posted. We contact Admissions for help in obtaining the evaluations, often with the assistance of department chairs.

- **DEGREE CONFERRAL**: Finalize graduation audit and award degree upon confirmation that students have met degree requirements.

- **CONTINUING DEGREE AUDIT**: Continue to review student readiness for graduation based on:
  1. Courses in progress not completed at time of initial review.
  2. Course evaluations not received in time, or incomplete grades that were pending at the time of the initial review.
  3. Follow up reviews for "rejected" files of students who were never candidates at the time of the initial review but may have enrolled in courses that will complete their requirements.
STANDARD OPERATING PROCEDURE FOR REVERSE TRANSFER
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I. “REVERSE TRANSFER” Program Overview

The REVERSE TRANSFER Program is a collaborative initiative between Bronx Community College, Hostos Community College, and Lehman College specifically designed to identify and graduate students who have transferred to Lehman College prior to completing the associate degree but who have satisfied the requirements for the associate degree through a combination of credits from both institutions. Thus, this program recognizes the achievement of the associate degree for transfer students.

Benefits of the “REVERSE TRANSFER” Program

For Students:

• The associate degree is the nation’s fastest growing work credential; employers recognize its value when recruiting and hiring.
• Students who earn an associate degree are more likely to complete their bachelor’s degree.
• There is no financial risk to the student – credits earned at the 4-year college toward an associate degree at their Community College do not impact financial aid.
• Having both an associate degree and bachelor’s degree on a resume reflects a broader depth of knowledge and preparation.

For Colleges:

• Students who earn an associate degree are more likely to earn a bachelor's degree.
• Retention rates improve for students who receive an associate degree through reverse transfer once enrolled at a four-year institution.
• Partner Community Colleges will be credited with the success of the student earning the associate degree. These completions will more accurately reflect investment of time, support, and resources devoted to students who transfer prior to completing the associate degree.
II. Program Evaluation Eligibility:

Students who have met the following criteria will be reviewed to determine program eligibility.

- Must have earned at least 30 credits applicable toward a degree at the Community College.
- Must not have earned an associate degree.
- Must be in good academic standing.
- Must have earned at least 60 total credits (including transfer work).

Students will be eligible to participate in the program if they have satisfied all requirements for graduation at the Community College.

III. Division of Labor and Expectations -

- Community Colleges will have access to a list of students that meet the Program Evaluation Eligibility criteria.
- Community Colleges will verify Reverse Transfer program eligibility.
- Senior Colleges will perform outreach to all Reverse Transfer eligible students.
- Community Colleges will process all graduation audits and notify students of their degree completion.

IV. Data to be collected at each Institution –

Utilizing the Oracle Business Intelligence tool, DegreeWorks or CUNYfirst queries configured to select specific populations of students; the Senior College/University will provide a list of Program Evaluation Eligible students. The data shared is rooted in the CUNY consolidated transcript that is accessible by all institutions in the University.

Community Colleges will provide Senior Colleges with a list of Program Eligible students to be tracked by a positive service indicator in CUNYfirst.

Community Colleges will provide Senior Colleges with a list of Program Eligible students who are awarded a degree via the Reverse Transfer Program. To assess program effectiveness, students will be tracked using a positive service indicator, to include a specific reason code identifying them as an associate degree recipient.

V. Identify college designees at each institution such as:

- Advisors (Faculty and Administrators)
- Office of the Registrar Personnel
- Transfer Evaluation Office
- IT staff
VI. Standing Oversight Committee to Review Progress on Reverse Transfer-

It is recommended that a standing oversight committee be established to assess and revise the Reverse Transfer program on an annual basis and communicate program changes to all constituents.

Program Promotion –

- Program Website
  - Website will be permanently housed at each Senior College – Office of the Registrar website. The nature of the website is informational and is not intended to solicit or encourage early transfer to the Senior College.
- Drafts of Communications to Students
  - Develop email and mail templates that will be co-branded.

The Process –

- Community Colleges will have electronic access to the list of students who meet the Program Evaluation Eligibility criteria.
- Community Colleges will evaluate student records to determine graduation eligibility.
- Community Colleges will notify the Senior Colleges of students who meet their graduation criteria.
- Senior Colleges will add Reverse Transfer Eligible Service Indicator to the Student Record.
- Community Colleges will contact students via mail, email, and telephone to inform them of their program eligibility.
  - The communication will allow students to opt-out via the online Reverse Transfer Application Form housed on the Community College website.
- Community Colleges will notify students of their graduation.
- Community Colleges will provide Senior Colleges with a list of graduating students.
- Senior Colleges will add an additional reason code to Reverse Transfer Service Indicator identifying the student as a recipient of an associate degree via the Reverse Transfer Process.

Timelines for the Process –

Spring Graduation

- 2nd week in January, Community Colleges access electronic list of eligible students from the Senior College’s Business Intelligence Tool or CUNYfirst Queries.
- 1st week in March, Community Colleges provide list of students eligible to graduate to Senior Colleges.
- 2nd and 3rd week of March, Community Colleges conduct mail, email, and phone outreach to eligible students.
- Students apply for graduation at Community Colleges – degrees awarded in May.
Summer Graduation

- 2nd week in June, Community Colleges access electronic list or queries of eligible students from the Senior College’s Business Intelligence Tool or CUNYfirst Queries.
- Last week in June, Community Colleges provide list of students eligible to graduate to the Senior Colleges.
- 1st week in July, the Community Colleges conduct mail, email, and phone outreach to eligible students.
- Students apply for graduation at Community Colleges – degrees awarded in September.

Fall Graduation

- Last week in September, Community Colleges access electronic list or queries of eligible students from the Senior College’s Business Intelligence Tool or CUNYfirst Queries.
- Last week in October, Community Colleges provide list of students eligible to graduate to the Senior Colleges.
- 1st week in November, Community Colleges conduct mail, email, and phone outreach to eligible students.
- Students apply for graduation at Community Colleges – degrees awarded in January

VII. STUDENT MESSAGE –

What is the Reverse Transfer Program?

Some students transfer into the Senior College before completing an associate degree at their community college. Many students earn a bachelor’s degree through a combination of credits from both institutions. The Reverse Transfer Program provides students with the opportunity to apply academic credits for course work completed at the Senior College that satisfy associate degree requirements of their Community College of origin. Through Reverse Transfer, your achievements are recognized with an associate degree after transferring to the Senior College and you have accumulated the credits needed to fulfill the two-year degree program requirements.

How does Reverse Transfer benefit me?

- The associate degree is the nation’s fastest growing work credential; employers recognize its value when recruiting and hiring.
- Students who earn an associate degree are more likely to complete their bachelor’s degree.
- There is no financial risk to the student – credits earned at the 4-year college toward an associate degree at their Community College do not impact financial aid.
- Having both an associate degree and bachelor’s degree on a resume reflects a broader depth of knowledge and preparation.
How do I qualify for this program?

- Must have earned at least 30 credits applicable toward a degree at the Community College.
- Must not have earned an associate degree.
- Must be in good academic standing.
- Must have earned at least 60 total credits (including transfer work).

How do I participate in this program?

Students deemed eligible to receive the associate degree will be notified by Community Colleges. Notification of eligibility will occur in March for spring graduation, July for September graduation, and November for January graduation.

VIII. Frequently Asked Questions

Q. Are there situations when it is not beneficial to receive my associate degree?

A. There are no situations we are aware of where it will not be beneficial to obtain the associate degree.

Q. What is the cost?

A. There is no cost in obtaining the associate degree.

Q. Can I participate in commencement?

A. Yes. Students will be eligible to participate in all commencement exercises.

Q. How do I receive my diploma?

A. You will be notified by your Community College when your diploma is available for pick-up.
APPENDIX 1: SAMPLE MOU

MEMORANDUM OF UNDERSTANDING BETWEEN LEHMAN COLLEGE AND BRONX COMMUNITY COLLEGE

A. RATIONALE
Bronx Community College encourages students to complete their associate degree before transferring, cognizant that students with associate degrees are more likely to pursue and earn a baccalaureate degree. BCC also recognizes that some students will transfer before completing an associate degree and during the course of completing their baccalaureate qualifications they will have earned sufficient credits and the required coursework to complete an associate degree.

Bronx Community College and Lehman College, in order to encourage degree completion among students, are further fostering their robust relationship by offering a Reverse Articulation Agreement (henceforth referred to as “the agreement” or “agreement”) whereby Bronx Community College will award an associate degree to students who transfer to Lehman College prior to degree completion.

The agreement enables eligible students to receive their associate degree from Bronx Community College, while enrolled at Lehman College, once they have satisfied all degree requirements for the associate degree. The agreement will have a significant impact on advancing student academic credentials by providing them with a solid academic undergraduate plan that has clear interim goals.

B. REVERSE ARTICULATION POLICY AND CONDITIONS
1. Student Identification and Criteria
This agreement intends to assist students who have earned credits that apply towards an associate degree while enrolled at Bronx Community College, but did not complete the required coursework to earn their associate degree prior to transferring to Lehman College. This agreement is designed to allow these students to transfer credits and coursework earned at Lehman College that apply toward completion of an associate degree back to Bronx Community College for the awarding of the associate degree.

Students will be notified of this agreement, when they have met the following criteria:
- Have earned at least 30 credits from Bronx Community College;
- Have earned a combined 60 credits from Bronx Community College and Lehman College and have satisfied the requirements of the associate degree.

Students must:
- Be in good academic standing at Bronx Community College and Lehman College.

Students will be required:
- To meet the minimum GPA requirements required for graduation at Bronx Community College.
2. Degree Programs
All eligible students will be considered for this program.

C. PROCEDURES
The attached Standard Operating Procedures Manual will be followed and revised as needed. The standing Reverse Transfer Committee consisting of members from both Lehman College and Bronx Community College will oversee the implementation and revision of operating procedures.

D. ASSESSMENT
Program will be assessed at the completion of each graduation cycle.
Data to be collected will include:
• total student records reviewed,
• number of students eligible for graduation,
• number of students graduated.

E. SIGNATURES
This agreement begins on January 1, 2014 and will remain in effect unless terminated by one or both of the institutions in writing with at least six months’ notice prior to termination.

The individuals executing this agreement on behalf of Bronx Community College and Lehman College acknowledge that they are duly authorized to execute this Agreement. All parties hereby acknowledge that they have read and understood this agreement.

Dr. Thomas Isekenegbe
President
Bronx Community College

Dr. Ricardo R. Fernandez
President
Lehman College