**Statewide Reverse Transfer Webinar**  
  
Jun 29, 2021 . 12:30 PM . ID: 997856925 **Transcript**

00:00 - 00:03 **Elizabeth Moya**  
The conference will now be recorded.

00:03 - 00:11 **Elizabeth Moya**  
I am one of the Assistant Vice chancellors here at the Department of Education, overseeing articulation, and Career Education Policy.

00:11 - 00:18 **Elizabeth Moya**  
We have with us here at the Florida Department of Education Ms. Linda Paige representing bog with the State University System.

00:19 - 00:23 **Elizabeth Moya**  
I'm doctor Carrie Henderson representing the Florida College System.

00:23 - 00:26 **Elizabeth Moya**  
Miss Shana Audrey from the Florida College System.

00:27 - 00:37 **Elizabeth Moya**  
Ms. Alexandria Armstrong from the Division of Articulation, Missa Mantra Walker, Ms. trendy Henderson and Miss Yolanda Singletary.

00:37 - 00:37 **Gary**  
Also.

00:37 - 00:41 **Elizabeth Moya**  
Here from the Department of Education representing the Office of Articulation.

00:42 - 00:43 **Elizabeth Moya**  
We welcome all of you.

00:43 - 00:46 **Elizabeth Moya**  
We're glad to engage in conversations.

00:46 - 00:50 **Elizabeth Moya**  
Please, this isn't open format as it is a goto meeting.

00:50 - 00:58 **Elizabeth Moya**  
You all are in control of your microphones, so please remember to keep your microphone muted if you are not asking a question, or involved in a conversation.

01:00 - 01:05 **Elizabeth Moya**  
So, I welcome you all today, and thank you all for conversations.

01:05 - 01:08 **Elizabeth Moya**  
And, I'm looking to see if Doc who is on the Line.

01:10 - 01:15 **Elizabeth Moya**  
We may have doctor Cristi England also from the State University systems on the line.

01:15 - 01:17 **Elizabeth Moya**  
But we'll go ahead and continue.

01:17 - 01:23 **Elizabeth Moya**  
Again, this is a conversation to ask questions as we're looking to implement the reverse transfer.

01:23 - 01:29 **Elizabeth Moya**  
There have been a number of questions that have come up, so this is an opportunity for all of you to ask your questions.

01:29 - 01:32 **Elizabeth Moya**  
We will try our best to answer them today.

01:32 - 01:36 **Elizabeth Moya**  
If not, we will follow up five future correspondence.

01:36 - 01:51 **Elizabeth Moya**  
You all received a memo back on June 15th from myself that talked about the reverse transfer and that the reverse transfer process will begin, or the spring 20, 22 term.

01:51 - 02:01 **Elizabeth Moya**  
There was an MOU signed by the State Board of Education and the Board of Governors implementing the reverse transfer, and we're so excited to have this opportunity in place for our students.

02:02 - 02:10 **Elizabeth Moya**  
We are asking that our institutions start looking into their eligibility of their students in the fall 2021 term.

02:11 - 02:16 **Elizabeth Moya**  
We will not actually see the process begin until the Spring 2022 term.

02:18 - 02:20 **Elizabeth Moya**  
I can open it up now for some questions.

02:20 - 02:22 **Elizabeth Moya**  
I'll go ahead and mute ourselves.

02:22 - 02:32 **Elizabeth Moya**  
We, here at the Department will announce who is speaking in responding to your questions, so I'm gonna go ahead and mute on our end, and if anybody would like to begin, we would greatly appreciate it.

02:35 - 02:36 **[speaker unknown]**  
Yes.

03:01 - 03:07 **Elizabeth Moya**  
Hearing nobody jumping with any questions, I'm gonna go ahead and start one of the questions we have heard from.

03:07 - 03:09 **Elizabeth Moya**  
So, as many of you know.

03:09 - 03:09 **[speaker unknown]**  
There's a.

03:09 - 03:15 **Elizabeth Moya**  
System called faster, which is the Florida automated system for transferring educational records.

03:16 - 03:19 **Elizabeth Moya**  
Many of you have asked, How will we know if a student is eligible?

03:19 - 03:22 **Elizabeth Moya**  
When will those components be included?

03:22 - 03:30 **Elizabeth Moya**  
So, right now, as you know, the faster system includes flags for what is known as a General Education Math field.

03:31 - 03:39 **Elizabeth Moya**  
A foreign language requirement field, The court and rule requirements fields, and the civic literacy competency indicator.

03:40 - 03:48 **Elizabeth Moya**  
Currently, the foreign Language requirement, the Gordon Rural Requirement, and the Civic literacy competency indicator, are all required fields.

03:48 - 03:51 **Elizabeth Moya**  
So, as you pull up transcripts, you will be able to see those marks.

03:52 - 04:00 **Elizabeth Moya**  
Beginning this Fall, Fall of 2021, General Education, medfield, will also be mandatory.

04:00 - 04:03 **Elizabeth Moya**  
At this time, it is an optional field.

04:03 - 04:17 **Elizabeth Moya**  
We're going to encourage all of you, or Florida colleges, or State Universities to please start using this field, but it will not become a mandatory field until the rollout of the next four years faster implementation.

04:17 - 04:19 **Elizabeth Moya**  
That you will see beginning in the fall.

04:19 - 04:23 **Elizabeth Moya**  
So, again, the General education Medfield is available.

04:24 - 04:26 **Elizabeth Moya**  
It is optional, We encourage you to use it.

04:27 - 04:33 **Elizabeth Moya**  
But it will become mandatory, or the fall, and you will all know when that field becomes mandatory.

04:33 - 04:44 **Elizabeth Moya**  
As the typical listserv, communication, regarding faster, does come out from the Department of Education, are there any questions regarding faster or anything else out there?

04:45 - 04:50 **Brian Hodge**  
When you say Fall, you may fall 2021, fall 2022.

04:50 - 04:58 **Elizabeth Moya**  
All 2021, the faster General education medfield will become Mandatory.

04:58 - 05:01 **Elizabeth Moya**  
It is right now, so please use it.

05:01 - 05:09 **Elizabeth Moya**  
But it does not become a mandatory field till fall of 2021, and that is because our systems just need some upgrades and some updates.

05:10 - 05:10 **Eli Maytin Bexon**  
Ok?

05:14 - 05:15 **Jen Day**  
I have a question.

05:16 - 05:18 **Jen Day**  
This is Jennifer Day from Brown College.

05:18 - 05:26 **Jen Day**  
So is there going to be a field in faster that indicates, oh, this is a reverse transfer student, we're asking for a a transcript?

05:26 - 05:32 **Jen Day**  
Because it means we want to evaluate whether or not the student is eligible?

05:36 - 05:46 **Elizabeth Moya**  
Miss Day, actually, there will be a field that will become available, and I'm gonna look to a member of our team is trained Henderson, who will be able to applying a little bit more at length on that field.

05:49 - 06:04 **Elizabeth Moya**  
We do plan on including in that Fall 2021, update to faster, a new field called Reverse Transfer option, so that students who have opted in, or opted out, can be tracked through faster.

06:09 - 06:14 **Jen Day**  
But basically, it's just indicating whether or not they've opted in or out, but not.

06:16 - 06:29 **Jen Day**  
But that not something, So for example, we want we, we, we'd like to evaluate whether or not a student who transferred FAQ without graduating from college if they're eligible for, for an AA.

06:31 - 06:31 **Jen Day**  
Yeah.

06:32 - 06:33 **Jen Day**  
How would we use it?

06:35 - 06:41 **Jen Day**  
Would we send something saying, oh, we want to, we're requesting this transcript because of that, or if she understand my question?

06:42 - 06:43 **Elizabeth Moya**  
I do.

06:43 - 06:56 **Elizabeth Moya**  
The field is designed for, whenever you are able to pull down the student transcript, it would identify that the student has opted in using an indicator of, you know of Y And if they opted out.

06:56 - 06:57 **Elizabeth Moya**  
And there's also a field.

06:57 - 06:58 **Alton Weaver**  
For.

06:58 - 06:58 **Elizabeth Moya**  
Something.

06:58 - 06:59 **Alton Weaver**  
That's not.

06:59 - 06:59 **Elizabeth Moya**  
Applicable.

06:59 - 07:07 **Elizabeth Moya**  
So there may be cases where student was already in your system, and for whatever reason, it doesn't apply to them.

07:07 - 07:08 **Elizabeth Moya**  
This is.

07:14 - 07:14 **Toby Shorey (He, Him, His)**  
Toby.

07:14 - 07:15 **Alton Weaver**  
From US.

07:15 - 07:15 **Elizabeth Moya**  
Who's.

07:15 - 07:20 **Toby Shorey (He, Him, His)**  
Going to be applying that field, is that the.

07:21 - 07:21 **Alton Weaver**  
The.

07:22 - 07:25 **Toby Shorey (He, Him, His)**  
The transfer institution or the student's originating.

07:25 - 07:26 **Alton Weaver**  
Institution.

07:27 - 07:31 **Elizabeth Moya**  
It is like, a, presumably, the institution.

07:31 - 07:41 **Elizabeth Moya**  
I would assume, in this case, they, as US would be collecting that information from the state in either at the point of admission or student contacts.

07:43 - 07:47 **Elizabeth Moya**  
Say, the Registrar's Office and we'll find out that reverse transfer and wants to opt in.

07:48 - 07:51 **Elizabeth Moya**  
And then they would be updating the faster field to include.

07:51 - 07:54 **Elizabeth Moya**  
The student has opted in so when you get the transcript.

07:55 - 07:55 **Alton Weaver**  
At the.

07:55 - 08:00 **Elizabeth Moya**  
Fcs Institution from the ..., for reverse transfer purposes?

08:05 - 08:08 **Alton Weaver**  
This is alpha wave rewards for college.

08:10 - 08:14 **Alton Weaver**  
I'm a little confused from reading your documentation.

08:15 - 08:25 **Alton Weaver**  
I was under the impression, the University determine whether or not a student met the requirement to be put in the reverse transfer.

08:25 - 08:26 **Alton Weaver**  
Is that not true?

08:26 - 08:26 **Alton Weaver**  
That.

08:28 - 08:29 **Elizabeth Moya**  
Is correct, OK.

08:30 - 08:31 **Alton Weaver**  
Thank you.

08:33 - 08:36 **Elizabeth Moya**  
Have some Linda Page has something to add.

08:36 - 08:39 **Elizabeth Moya**  
The University will be able to identify.

08:39 - 08:40 **Alton Weaver**  
Certain.

08:40 - 08:43 **Elizabeth Moya**  
Characteristics that are required, but.

08:43 - 08:44 **Alton Weaver**  
There.

08:44 - 08:45 **Elizabeth Moya**  
May be.

08:47 - 08:50 **Elizabeth Moya**  
Information that they may not be aware.

08:50 - 08:51 **Alton Weaver**  
Of.

08:52 - 08:53 **Elizabeth Moya**  
Such as if they.

08:53 - 08:54 **Alton Weaver**  
Didn't.

08:55 - 08:58 **Elizabeth Moya**  
Complete all of the trend at the State.

08:58 - 08:58 **Alton Weaver**  
University.

08:58 - 08:59 **Elizabeth Moya**  
They.

08:59 - 09:00 **Alton Weaver**  
May.

09:00 - 09:02 **Elizabeth Moya**  
Have completed CNN at.

09:02 - 09:02 **Alton Weaver**  
The Florida.

09:02 - 09:03 **Elizabeth Moya**  
College System.

09:03 - 09:04 **Alton Weaver**  
And.

09:05 - 09:09 **Elizabeth Moya**  
Uh, based on additional coursework that.

09:10 - 09:10 **Alton Weaver**  
That.

09:10 - 09:12 **Elizabeth Moya**  
They took at the University.

09:12 - 09:13 **Elizabeth Moya**  
So, they may not.

09:13 - 09:14 **Alton Weaver**  
Be able to.

09:14 - 09:15 **Elizabeth Moya**  
Identify it, but.

09:15 - 09:16 **Alton Weaver**  
They consume that.

09:16 - 09:16 **Elizabeth Moya**  
Information.

09:17 - 09:17 **Alton Weaver**  
They.

09:17 - 09:19 **Elizabeth Moya**  
Could assume that they still.

09:19 - 09:20 **Alton Weaver**  
Should be.

09:20 - 09:22 **Elizabeth Moya**  
Filtered by the Florida College.

09:22 - 09:25 **Alton Weaver**  
System Institution, to determine.

09:25 - 09:26 **Elizabeth Moya**  
Finally, if they.

09:27 - 09:28 **Alton Weaver**  
Report.

09:28 - 09:35 **Elizabeth Moya**  
I don't know if I've just totally confused that very well and are not that, but try again.

09:39 - 09:40 **Elizabeth Moya**  
Go ahead, sir.

09:42 - 09:43 **Alton Weaver**  
I was just going to ask.

09:44 - 09:53 **Alton Weaver**  
So I think I understand you're saying is possible for callers to initiate the transfer, right?

09:53 - 09:57 **Alton Weaver**  
There's a cost per group possibility of that also happen.

10:01 - 10:02 **Elizabeth Moya**  
This is Linda.

10:02 - 10:17 **Elizabeth Moya**  
I don't know that I would say initiate the transfer, but the university would filter through first whether or not the student has more than 30 credit.

10:17 - 10:18 **Alton Weaver**  
Hours.

10:18 - 10:19 **Elizabeth Moya**  
From the.

10:19 - 10:20 **Alton Weaver**  
Institution.

10:20 - 10:22 **Elizabeth Moya**  
They would look and see if the.

10:22 - 10:22 **Alton Weaver**  
Student.

10:22 - 10:29 **Elizabeth Moya**  
Has completed or whatever is required up to 60.

10:29 - 10:30 **Alton Weaver**  
Hours.

10:30 - 10:31 **Elizabeth Moya**  
So.

10:31 - 10:31 **Alton Weaver**  
Potentially.

10:31 - 10:44 **Elizabeth Moya**  
Might have Matt VA University would be able to identify whether or not they've completed at the university.

10:46 - 10:52 **Elizabeth Moya**  
They'd be able to identify foreign language and civics.

10:52 - 10:52 **Alton Weaver**  
At.

10:52 - 10:54 **Elizabeth Moya**  
That point.

10:56 - 11:06 **Elizabeth Moya**  
If they're, you know, if every, if everything were probably a gen ed at that point, that is clear than this, you know.

11:06 - 11:07 **Elizabeth Moya**  
They would send that student.

11:08 - 11:08 **Alton Weaver**  
To the.

11:08 - 11:13 **Elizabeth Moya**  
Florida College in the batch, to the Florida College System Institution.

11:13 - 11:18 **Elizabeth Moya**  
Which would then evaluate, finalize the evaluation.

11:18 - 11:25 **Elizabeth Moya**  
Making sure that since Gen Ed, let's say that wasn't at the University, they would scan for the Gen ed.

11:26 - 11:40 **Elizabeth Moya**  
At the Florida College System, they would say, If your institution has the other required graduation requirements, what are the AA they would scan for that?

11:42 - 11:48 **Elizabeth Moya**  
They would scan for the orden role based on, I'll tell you about the Florida College System, now.

11:49 - 11:49 **Elizabeth Moya**  
Let's scan.

11:49 - 12:07 **Elizabeth Moya**  
Make sure that important role based on your role as Matt, and then both is both US and for college system, will scan to make sure that the student was in good standing, both academically and financial aid.

12:11 - 12:12 **Alton Weaver**  
Ok, thanks.

12:13 - 12:14 **Karen Murphy**  
This is.

12:15 - 12:16 **Chad -- UNF**  
One F, How will it work?

12:16 - 12:31 **Chad -- UNF**  
I am assuming that on the reverse side when if the FSCS awards this, then we would know because the FCS would then send us a transcript with the A posted and does that the follow through that we would be expecting?

12:35 - 12:35 **Elizabeth Moya**  
Everything.

12:37 - 12:46 **Elizabeth Moya**  
Yes, the FASB institution would notify the state university degree was awarded.

12:47 - 12:48 **Elizabeth Moya**  
We had a question.

12:49 - 12:53 **Elizabeth Moya**  
We had a question come in about whether or.

12:53 - 12:53 **Teresa Martin**  
Not.

12:53 - 13:06 **Elizabeth Moya**  
The Florida College System Institution, um, what award they pay based on the last time they were physically at the campus or.

13:07 - 13:07 **Teresa Martin**  
The.

13:08 - 13:17 **Elizabeth Moya**  
Way the valuation itself and our consensus was at the time of evaluation.

13:17 - 13:28 **Elizabeth Moya**  
So, if it was next spring, that they looked at it, spring 2022, then the awarding of the degree with a spring 2022.

13:29 - 13:29 **Elizabeth Moya**  
Yeah.

13:36 - 13:38 **Jen Day**  
This is Jennifer, again from our college.

13:39 - 13:41 **Jen Day**  
So there are quite a few questions in the chat.

13:41 - 13:43 **Jen Day**  
Just letting you guys know that.

13:44 - 13:49 **Jen Day**  
But how does this fit in with a clearinghouse I'm trying to get connect to here.

13:49 - 13:54 **Jen Day**  
Are we still going to be using clearinghouse to say, OK, the FAQ, for example, if we have an MOU with them?

13:55 - 13:57 **Jen Day**  
We pull these students down and then we ask.

13:57 - 13:58 **Eli Maytin Bexon**  
Also transcripts.

13:58 - 13:59 **Jen Day**  
And how is it supposed to work.

14:01 - 14:01 **Eli Maytin Bexon**  
Want.

14:01 - 14:10 **Elizabeth Moya**  
Our guidance document, you're going to notice that we actually, let's say, however, disagreement this MOUs does not preclude a sending institution.

14:10 - 14:23 **Elizabeth Moya**  
As part of its local process from using the National Student Clearinghouse or Exchange and Reverse Transfer Data as long as the receiving institution is also a member of the National Student Clearinghouse.

14:26 - 14:33 **Elizabeth Moya**  
Also, these students are going to be identified by the university, and then the information sent back to the colleges.

14:33 - 14:40 **Elizabeth Moya**  
Colleges are not necessarily going to need to reach out to the university to find out if those students have met the requirements.

14:47 - 14:49 **Elizabeth Moya**  
I'm looking at the Chat.

14:49 - 14:49 **Elizabeth Moya**  
Oh, go ahead.

14:50 - 14:51 **Jen Day**  
Sorry.

14:51 - 14:56 **Jen Day**  
Another question So I read the documentation but I have to admit.

14:56 - 14:57 **[speaker unknown]**  
I.

14:57 - 15:04 **Jen Day**  
Don't remember exactly what are X I have a lot of things going on like everyone So How does it get initiated?

15:04 - 15:14 **Jen Day**  
So how do we say OK, let's say if you for example, they have these students who have agreed to Dissipate in this and.

15:14 - 15:15 **Jennifer**  
They.

15:15 - 15:16 **Jen Day**  
Met the requirements.

15:17 - 15:20 **Jen Day**  
Is it how will how will we be pulling that data?

15:20 - 15:22 **Jen Day**  
How do we know, OK, these guys are ready to evaluate.

15:28 - 15:31 **Elizabeth Moya**  
You're talking from the university perspective.

15:32 - 15:41 **Jen Day**  
I know from the college, so that the university does live thing, They get the infant, they get the OK from the student, and they verify a segment.

15:41 - 15:42 **Jen Day**  
The other, You know what?

15:42 - 15:43 **Jen Day**  
Other either?

15:43 - 15:43 **Jen Day**  
Core requirements.

15:45 - 15:50 **Jen Day**  
Because those are the requirements they have to meet before they even bother sending anything, but where's it going to be sent to?

15:50 - 15:53 **Jen Day**  
How, how does it, how does the College say, OK.

15:53 - 15:55 **Jen Day**  
Yes, here's this list of students.

15:55 - 15:57 **Jen Day**  
How does that work?

16:06 - 16:10 **Elizabeth Moya**  
So that's where the new field and faster they were burst transfer option.

16:11 - 16:24 **Elizabeth Moya**  
Look, come into play and you would look, you would query you're faster records to look for that new indicator that student has opted in to begin that process at the SES institution.

16:26 - 16:37 **Elizabeth Moya**  
And then to go along with that and just kind of expand on that for a moment, before a student that an FCS institution has awarded that AA degree.

16:37 - 16:49 **Elizabeth Moya**  
Faster will also have a new field consistent with the FCS database that shows that a AA degree has been awarded under the reverse transfer agreement.

16:51 - 17:04 **Jen Day**  
Ok, so then we will be getting will be once the student has agreed that that indicator is added to the student then will automatically be getting transcription on those those universities for that indicator.

17:10 - 17:17 **Elizabeth Moya**  
Yes, Once, once the transcript or sip friendly yeshua, they'll have that indicator for you to begin with.

17:18 - 17:19 **Jen Day**  
Right, but we don't have to request.

17:19 - 17:23 **Jen Day**  
It's automatically sent once they, once the University has done their thing.

17:24 - 17:26 **Elizabeth Moya**  
Yes, yes, that will be the process, yes.

17:26 - 17:28 **Jen Day**  
Cool, thank you.

17:30 - 17:34 **Elizabeth Moya**  
I'll go ahead and look at the chat here, and I'll answer a few of these questions.

17:34 - 17:42 **Elizabeth Moya**  
We have a chat from Ms. Melissa Allen, General Eligibility Holly's Test Credit, AP, IB, and ...

17:42 - 17:43 **Elizabeth Moya**  
Being evaluated.

17:45 - 17:47 **Elizabeth Moya**  
Would that count towards the 30 credits?

17:47 - 17:59 **Elizabeth Moya**  
And again, in the guidance document you all received, we do mention that FCS institutions, where the student earned more than 30 semester credit hours is considered the home institution.

17:59 - 18:09 **Elizabeth Moya**  
College credit may include credit earn through acceleration, such as credit by exam, dual enrollment, and or prior learning assessments.

18:11 - 18:31 **Elizabeth Moya**  
This is Linda, a clarification of that, or in addition to that, We had a question come in about the student add 16 hours of dual enrollment from there, and, you know, given from their institution, and they came in, actually.

18:31 - 18:33 **Elizabeth Moya**  
As an FTA's, a student.

18:34 - 18:36 **Elizabeth Moya**  
To the university.

18:36 - 18:49 **Elizabeth Moya**  
And had what is that, whatever the rest of the career they are, through, let's say, Cliff and I B, and all of that sort of thing.

18:49 - 18:53 **Elizabeth Moya**  
And the university is the one that awarded the credit.

18:53 - 19:10 **Elizabeth Moya**  
We're that sort of acceleration that student would not be eligible because they accelerated credit wasn't awarded, by the original Florida College system to do so.

19:11 - 19:13 **Toby Shorey (He, Him, His)**  
Linda, quick question on that.

19:13 - 19:16 **Toby Shorey (He, Him, His)**  
How would we know that they didn't also award credit?

19:18 - 19:24 **Elizabeth Moya**  
This does not show up on the transcript when you receive it if they have.

19:26 - 19:28 **Elizabeth Moya**  
That may be my ignorance.

19:28 - 19:28 **Elizabeth Moya**  
It.

19:28 - 19:31 **Toby Shorey (He, Him, His)**  
Depends upon when we receive the transcript for an FDIC student.

19:36 - 19:41 **Elizabeth Moya**  
You require an official transcript.

19:43 - 19:47 **Toby Shorey (He, Him, His)**  
We require an official transcript, and we also require the test scores for those.

19:49 - 19:54 **Toby Shorey (He, Him, His)**  
So the question of whether or not the other institution also awarded credit.

19:55 - 20:00 **Toby Shorey (He, Him, His)**  
We may not necessarily know depending upon when the test scores get to ask the test scores, get to the other institution.

20:02 - 20:03 **Dan Schieltz**  
So a lot of you.

20:03 - 20:06 **Elizabeth Moya**  
Probably, go ahead, please.

20:07 - 20:13 **Dan Schieltz**  
First, when they take their exams, their senior year, and the test scores don't come in until the summer.

20:14 - 20:21 **Dan Schieltz**  
So they don't actually have a test score to be sent over to the, you know, FCS that they did, the dual enrollment.

20:22 - 20:30 **Dan Schieltz**  
And I don't even I'm not sure whether or not the school that is hosting a student for dual enrollment will even transfer in test credit for someone in those situations.

20:30 - 20:33 **Dan Schieltz**  
So that's kind of a confusing point.

20:33 - 20:49 **Dan Schieltz**  
Additionally, like, for us, we don't generally track what other schools have given test credit for unless they had an AA, as part of the Articulation, because certain schools transfering test credit differently.

20:51 - 20:56 **Elizabeth Moya**  
Let us have a discussion up here.

20:57 - 20:57 **Elizabeth Moya**  
That's it.

20:58 - 21:03 **Elizabeth Moya**  
I think it's something we haven't really thought through enough, not knowing that.

21:04 - 21:04 **UWF Admissions - Katie Condon**  
You.

21:04 - 21:15 **Elizabeth Moya**  
Know, all of the different circumstances that you are hit with and we'll find out, um, information after we talk to some of you all and each other.

21:21 - 21:33 **Elizabeth Moya**  
Thank you for that, And really, that is the point of this conversation as you're all talking and finding out these things, we hadn't necessarily thought about, that we can provide you further guidance, So thank you very much, And there was also a question that came in on.

21:33 - 21:41 **Elizabeth Moya**  
Each institution will create a webpage that contains information about the reverse transfer program.

21:41 - 21:44 **Elizabeth Moya**  
May the webpage be located in our catalog?

21:44 - 21:45 **Elizabeth Moya**  
Is that sufficient?

21:48 - 21:52 **Elizabeth Moya**  
And we're all looking around to see if that's sufficient and that may take some extra guidance.

21:52 - 21:56 **Elizabeth Moya**  
I don't know if it was envisioned that it would be part of your catalog, per se.

21:57 - 22:04 **Elizabeth Moya**  
This is one that I would think a website was said, that men a website, just Information Amendment catalog.

22:06 - 22:08 **Elizabeth Moya**  
But we will provide further clarification on that.

22:09 - 22:17 **Elizabeth Moya**  
It's obviously something good to have an catalog, but I don't think that it would take the place of it.

22:24 - 22:33 **Elizabeth Moya**  
Good to add another question the documents said we should include dual enrollment in test credit as it is it transferred to an FCS school.

22:33 - 22:44 **Elizabeth Moya**  
How would we be expected to handle students who start S first time in college, but they have over 30 credits of combined dual enrollment at an FCS and test.

22:44 - 22:45 **Dan Schieltz**  
Credit?

22:48 - 22:51 **Dan Schieltz**  
So I asked that, and we just kinda talked about a.

22:51 - 22:51 **Elizabeth Moya**  
Perfect, I don't.

22:51 - 22:52 **Dan Schieltz**  
Know if anyone's.

22:53 - 22:54 **Elizabeth Moya**  
Reading through these.

22:54 - 22:55 **Elizabeth Moya**  
So, thank you.

23:06 - 23:08 **Brian Hodge**  
Elizabeth, this is Brian Hodgson in Florida Atlantic University.

23:10 - 23:20 **Brian Hodge**  
We've talked about how the SOS will transmit the information to the FCS and how the FSCS will transmit the information back to the ICUS?

23:22 - 23:23 **Brian Hodge**  
Is there any aspect?

23:23 - 23:28 **Brian Hodge**  
What is the expectation of the turnaround time from the time that we send the information to get information back?

23:29 - 23:53 **Brian Hodge**  
I suspect that we'll have some students who will opt into reverse transfer and agree to have the information sent but then may become let's start asking questions Sorry Let's start asking questions about have we heard back tonight by FCS of why the AA or as we know that some of the FCS's may have additional requirements?

23:53 - 24:00 **Brian Hodge**  
How will those requirements in how will that information be sent to the students so they know what those additional requirements are.

24:01 - 24:02 **Brian Hodge**  
Again, will there be a timeframe?

24:03 - 24:09 **Brian Hodge**  
Pov response says responses from the FCS so that students are aware of the process.

24:18 - 24:26 **Elizabeth Moya**  
So, the easy answer to that is, yes, and I know that it's something, as we're engaging in this conversation, we'll be able to put out further guidance on a true implementation.

24:26 - 24:28 **Elizabeth Moya**  
What is the turnaround time?

24:28 - 24:29 **Elizabeth Moya**  
What is the expectations?

24:30 - 24:41 **Elizabeth Moya**  
A lot of that is being driven by our conversations today, so we will be following up on those specific dates and turnaround times and expectations of our colleges and our universities.

24:44 - 24:51 **Jennifer Harris**  
This is Jennifer Harris, also from Florida, Florida Atlantic University, as a follow up question to, that to Hodge's question.

24:52 - 25:03 **Jennifer Harris**  
If a student receives a notification that they are not being awarded the AA degree from the reverse transfer and then decide, Well, I would rather go ahead and get the ...

25:03 - 25:06 **Jennifer Harris**  
From the S U S.

25:06 - 25:09 **Jennifer Harris**  
That's permissible, still correct.

25:10 - 25:10 **Elizabeth Moya**  
It's even.

25:10 - 25:12 **Jennifer Harris**  
Though they've made the attempt.

25:14 - 25:15 **Elizabeth Moya**  
This is Linda.

25:15 - 25:17 **Elizabeth Moya**  
It's permissible, as long as the student.

25:18 - 25:19 **Elizabeth Moya**  
No.

25:19 - 25:20 **Elizabeth Moya**  
Meets your agenda.

25:22 - 25:27 **Elizabeth Moya**  
And, you know, the other university requirements No necessary it does that.

25:28 - 25:36 **Elizabeth Moya**  
What they'd say, What can't be done, is, both in Florida College System and State University.

25:37 - 26:00 **Elizabeth Moya**  
Aab awarded, you know, part of that Challenge with legislation this year, is that they did have, in the different parts of the statute, talk about awarding the AA or giving the AA Opportunity for students.

26:01 - 26:09 **Elizabeth Moya**  
And there's a different It's not reverse transfer, but it is that issue as a awarding.

26:10 - 26:23 **Elizabeth Moya**  
Ben has a lot more things like notification, expectations, and other things, which we can talk about it in a different meeting than this one.

26:36 - 26:39 **Elizabeth Moya**  
There was a question about the guidance document.

26:39 - 26:45 **Elizabeth Moya**  
We did I did send out a memo, as I mentioned but I believe ecologists have it, The articulation has it.

26:45 - 26:58 **Elizabeth Moya**  
But we will do, is, we will make sure that the participants of this meeting all received the guidance document electronically as well, along with the link of where you can find it on the Department of Education's website and the Board of Governors.

27:01 - 27:02 **Janie Valdes**  
Good afternoon, I have a question.

27:02 - 27:05 **Janie Valdes**  
My name is Janie Valdes, and I'm at Florida International.

27:06 - 27:18 **Janie Valdes**  
We have a successful reverse transfer process right now using the National Student Clearinghouse with our largest sending college, which is Miami Dade College.

27:18 - 27:31 **Janie Valdes**  
That process actually has the Florida College System Institution, in this example, Miami Dade, going directly to the national clearinghouse, and seeing our general education requirements that students have met.

27:32 - 27:35 **Janie Valdes**  
So, they actually begin the process.

27:35 - 27:38 **Janie Valdes**  
They look for their students who have left the institution.

27:38 - 27:53 **Janie Valdes**  
They look at our input from FAQ that serves as the actual official transcript because it is an official MOU and then they review their students against their own requirements and award the AA Degree.

27:53 - 27:58 **Janie Valdes**  
And they let us know how many they have awarded every semester.

28:02 - 28:08 **Janie Valdes**  
My question to you is: This is a successful process, can we continue this process?

28:18 - 28:24 **Elizabeth Moya**  
Chaney, this is the one that, I think, we will need to have a little more discussion here.

28:25 - 28:27 **Elizabeth Moya**  
Before answering it.

28:27 - 28:28 **Elizabeth Moya**  
We've written it down.

28:29 - 28:38 **Elizabeth Moya**  
Obviously, the, the, the whole point, the legislation is to help the student get credentials.

28:38 - 28:43 **Elizabeth Moya**  
And, no, we've got to make sure that it's still.

28:45 - 28:45 **Elizabeth Moya**  
What's in.

28:45 - 28:52 **Elizabeth Moya**  
Statute is still able to be met somehow through your process.

28:52 - 29:01 **Elizabeth Moya**  
But we'll get back to, to you all or the, you know, everyone, concerning this question.

29:03 - 29:04 **Janie Valdes**  
Thank you, Linda.

29:04 - 29:04 **Janie Valdes**  
I appreciate it.

29:11 - 29:19 **Elizabeth Moya**  
Here's a question about the general education flag within the Faster: Is it mandatory for both FCS and our universities?

29:19 - 29:30 **Elizabeth Moya**  
Yes the field will be mandatory for both starting in the fall of 2021 it is currently an optional field, that we will encourage our FCS and our state universities to be utilizing today.

29:32 - 29:37 **Elizabeth Moya**  
This is Linda, and I just had a question that I'm not sure the answer.

29:37 - 29:38 **Elizabeth Moya**  
Two.

29:38 - 29:55 **Elizabeth Moya**  
And it involves another question that came regarding the students that might transfer into a university, that art, a transfer students, a crack, transfers events.

29:56 - 30:16 **Elizabeth Moya**  
How would the university know that students are on that track or not, whether or not the, you know, are we looking at really any transfer student from Florida College system with more than 30 credit hours, It doesn't matter at that point.

30:16 - 30:20 **Elizabeth Moya**  
You know what, what degree track or anything like that, that, their own.

30:21 - 30:28 **Elizabeth Moya**  
So one of the questions our that, to me, would be a faster question.

30:29 - 30:36 **Elizabeth Moya**  
And, you know, the AAS degree is the Gen Ed lag.

30:37 - 30:43 **Elizabeth Moya**  
Is there a difference in the gen ed flag or ASM and A So the state?

30:43 - 30:54 **Elizabeth Moya**  
So the university would be able to tell, know, if they saw gen ed as being met, they would be able to tell if it was gen ed.

30:55 - 30:56 **Elizabeth Moya**  
Yes.

30:57 - 31:01 **Elizabeth Moya**  
Jenna, which wouldn't be the full 36 credit hours, says, model.

31:03 - 31:08 **Elizabeth Moya**  
So, yes, in Trinity, if you want to follow up on that, and how those notations will be seen through the ...

31:08 - 31:09 **Elizabeth Moya**  
System.

31:10 - 31:24 **Elizabeth Moya**  
So, right now, in the way that the general education men feel, uh, is labeled, we have an indicator, or all requirements were met for an AA degree.

31:25 - 31:32 **Elizabeth Moya**  
Except for the class, which is an older feel with us that that test is no green ministered.

31:32 - 31:36 **Elizabeth Moya**  
We keep older information and faster because we still receive old transcripts.

31:37 - 31:50 **Elizabeth Moya**  
We have an indicator for a general education requirements met AAS General Education Requirements met, then we have a field that general education was not met, or either A or a S.

31:58 - 31:59 **Jennifer**  
Yeah, yes.

32:02 - 32:05 **Elizabeth Moya**  
There was a comment about a sample webpage to guidance.

32:05 - 32:08 **Elizabeth Moya**  
I'm looking at Linda now with the State University system.

32:08 - 32:10 **Elizabeth Moya**  
We can absolutely have a conversation about that.

32:10 - 32:14 **Elizabeth Moya**  
I think that's a great idea, but we'll have some conversations again.

32:14 - 32:20 **Elizabeth Moya**  
We want to make sure each University has discretion and has the ability to mark it as they will.

32:20 - 32:22 **Elizabeth Moya**  
But thank you for that suggestion, Right.

32:23 - 32:41 **Elizabeth Moya**  
I believe that at least on the Board of Governors website, we can probably glued links to the different websites at the state universities concerning reverse transfer, along with a little information.

32:48 - 33:06 **Elizabeth Moya**  
I would be interested to know from the institution's point of view as to whether or not those points of con Pat, information are you wanting those to be just internal to your staffs.

33:07 - 33:23 **Elizabeth Moya**  
Or is that something that to put on your way, you know, Does there need to be a point of contact on the web page, but I know people come and go so that, no, maybe more confusing than helpful.

33:26 - 33:31 **Toby Shorey (He, Him, His)**  
Certainly listing the offices that students can contact, you know, would be appropriate.

33:31 - 33:40 **Toby Shorey (He, Him, His)**  
But, like you said, listing individuals might get a little difficult, particularly if, you know, positions change or what have you.

33:40 - 33:42 **Elizabeth Moya**  
All right, thank you.

33:44 - 33:54 **Brian Hodge**  
Linda, to that question or that comment, I had asked my e-mail to you about whether or not we would have a directory, I guess for internal usage for.

33:55 - 33:58 **Brian Hodge**  
The CLS is an FCS is so we know who our contacts are.

33:58 - 34:04 **Brian Hodge**  
The other institutions to guidance says, we must have at least one We must have one contact.

34:04 - 34:06 **Brian Hodge**  
How is that information going to be shared?

34:07 - 34:25 **Elizabeth Moya**  
Right, the Office of Articulation will be the, the main source, although, I'm sure that the Division of Florida Colleges and State Universities will also have that knowledge and be able to share with, were the appropriate routes.

34:27 - 34:31 **Elizabeth Moya**  
And here, at the Office of Articulation, we have started gathering those points of contact.

34:31 - 34:42 **Elizabeth Moya**  
So we will be reaching out to you in each institution individually to verify those points of contact before publishing, either internally or externally, any of these directories.

34:51 - 34:54 **Elizabeth Moya**  
So, we do have, you know, quite a bit more time.

34:54 - 34:57 **Elizabeth Moya**  
But, again, I want to be very respected for all your time.

34:57 - 35:06 **Elizabeth Moya**  
Are there any other questions out, there, Are there any other conversations we'd like to have, as we all are in one room together here to assist in any way possible?

35:06 - 35:08 **Stephanie Linard**  
Yes, this is Stephanie ...

35:08 - 35:10 **Stephanie Linard**  
From north-west Florida State College.

35:11 - 35:25 **Stephanie Linard**  
So, I'm still, I'd hate to, you know, ask this again, but I'm still unsure of how we know that a transcript that we receive via faster is intended for this reverse transfer project.

35:25 - 35:37 **Stephanie Linard**  
This process, because what it sounds like is there's a flag that says that they've opted in, how do I know that that student, for this particular transcript, is wanting it reviewed for degree purposes?

35:37 - 35:51 **Stephanie Linard**  
And not just general admissions, because, you know, if we get, you know, 100 faster transcripts, and all of them have that flag, you know, we don't have the resources on a daily basis to do a degree on it for reverse transfer, so I'm, I need clarification on that piece.

35:53 - 36:05 **Elizabeth Moya**  
Really, once we get the new field name to faster, um, where the student has opinion for reverse transfer, you're going to look through all of those transcripts.

36:05 - 36:09 **Elizabeth Moya**  
You get in your mailbox and you're gonna look for that indicator.

36:09 - 36:15 **Elizabeth Moya**  
If it has a Y, it means that the student opted in and you received it from an issue as an institution.

36:15 - 36:20 **Elizabeth Moya**  
That means that students ready for their transcript to be reviewed for that purpose.

36:20 - 36:30 **Elizabeth Moya**  
And that indicator is what's going to make that transcripts the end now from your everyday run of the mill admissions transcripts coming in.

36:32 - 36:42 **Stephanie Linard**  
At what point is the indicator going to be added by the ASUS because we get students thing, you know, transferred to the University, but then they come back because they had a bad semester or it didn't go well.

36:42 - 36:51 **Stephanie Linard**  
And so I'm just I'm still hesitant to say that, OK, this flag indicator means that this transcript is just for this purpose.

36:53 - 36:53 **[speaker unknown]**  
Yeah.

36:58 - 36:59 **Elizabeth Moya**  
I don't.

36:59 - 37:09 **Elizabeth Moya**  
But me we have a meeting actually tomorrow with admissions and registrars that this might be a good discussion why?

37:11 - 37:16 **Elizabeth Moya**  
Brainstorming activity is the best practice in.

37:17 - 37:17 **Chad -- UNF**  
Everything.

37:17 - 37:18 **Elizabeth Moya**  
From Poland.

37:21 - 37:27 **Elizabeth Moya**  
The Hill will look at, or it or some other way, but Will.

37:28 - 37:31 **Elizabeth Moya**  
I'm sorry to say, just keep on this question.

37:35 - 37:37 **Toby Shorey (He, Him, His)**  
Linda, I have a quick question.

37:39 - 37:46 **Toby Shorey (He, Him, His)**  
We are expecting that that new fields on the faster transcript will only be used for US.

37:46 - 37:53 **Toby Shorey (He, Him, His)**  
Institutions sending transcripts back to the FCS and not FCS sending them back and forth amongst themselves?

37:53 - 37:53 **Toby Shorey (He, Him, His)**  
Correct.

37:55 - 37:55 **Elizabeth Moya**  
Yes.

37:58 - 37:58 **dgranda**  
That is.

37:58 - 37:58 **Elizabeth Moya**  
Correct.

38:04 - 38:05 **Stephanie Linard**  
Hi this is Stephanie Leonard again.

38:05 - 38:15 **Stephanie Linard**  
So um and what are the What happens if a student or multiple FCS institutions get the same student that has opted in?

38:16 - 38:22 **Stephanie Linard**  
How do we permit multiple FCS from awarding the AA What does that process look like?

38:27 - 38:28 **Chad -- UNF**  
Yes.

38:38 - 38:47 **Elizabeth Moya**  
Guidance document, we do talk about if the student has more than one SES, who would be the degree granting institution.

38:48 - 38:48 **Elizabeth Moya**  
Um.

38:51 - 38:57 **Elizabeth Moya**  
Presumably it's going to be the one that awarded more than 30 credits student.

38:59 - 39:10 **Elizabeth Moya**  
Earn the same number of credits at both, you know, at one or more institutions and the FCS institutions at the most recently would reconsider the degree granted.

39:18 - 39:24 **Toby Shorey (He, Him, His)**  
And then hopefully that student doesn't send their transcript to any of their other FCS institutions for any reason.

39:24 - 39:27 **Toby Shorey (He, Him, His)**  
Because that flag will still be set right?

39:28 - 39:31 **Elizabeth Moya**  
Well technically the student isn't going to be sending their transcript.

39:31 - 39:40 **Elizabeth Moya**  
This is going to be from an actual institution to the FCS institution or individual students to send your friends.

39:41 - 39:41 **Toby Shorey (He, Him, His)**  
Right?

39:41 - 39:48 **Toby Shorey (He, Him, His)**  
But if a student's subsequently sends their transcript to the FSCS, another FCS institution in that flag is still there.

39:49 - 39:51 **Toby Shorey (He, Him, His)**  
Then it could cause some confusion.

39:51 - 39:54 **Toby Shorey (He, Him, His)**  
I see what you're saying about the dual awarding of A's.

39:55 - 39:59 **Toby Shorey (He, Him, His)**  
I mean it seems like a pretty remote place, but definitely a possibility still.

39:59 - 40:01 **Toby Shorey (He, Him, His)**  
Because that flag doesn't say to and.

40:01 - 40:02 **Toby Shorey (He, Him, His)**  
From.

40:03 - 40:04 **Elizabeth Moya**  
Right.

40:04 - 40:17 **Elizabeth Moya**  
Well if if in the case that the student had been awarded it, add another FCS institution that institution would be adding another flag faster showing that the degree has been awarded.

40:18 - 40:25 **Elizabeth Moya**  
So in that case, you would you might still see the option that the student often end, but you would also see where they had already been awarded.

40:32 - 40:36 **Stephanie Linard**  
And just really spent because of timing to institutions.

40:36 - 40:37 **Stephanie Linard**  
Do award the AA.

40:38 - 40:38 **Chad -- UNF**  
If there are.

40:38 - 40:41 **Stephanie Linard**  
Any type of penalty, or what would happen in that rare instance?

40:44 - 40:49 **[speaker unknown]**  
Now.

40:52 - 40:55 **Elizabeth Moya**  
One moment here, we're looking amongst ourselves.

40:56 - 40:58 **Elizabeth Moya**  
Repeat that question one more time.

41:00 - 41:06 **Stephanie Linard**  
Yeah, so I'm just talking about the timing of things and flags, and, you know, my experience with faster is that it's not immediate.

41:06 - 41:09 **Stephanie Linard**  
And so there's, you know, there's a day or two delay.

41:09 - 41:16 **Stephanie Linard**  
So I'm just wondering, in the rare instance, that something happens due to timing, that two institutions award the degree.

41:16 - 41:18 **Stephanie Linard**  
Is there a penalty for one of the institutions?

41:18 - 41:21 **Stephanie Linard**  
Or how would we rectify that situation?

42:12 - 42:12 **[speaker unknown]**  
Yeah.

42:15 - 42:15 **Susan Morgan**  
Oregon.

42:16 - 42:18 **Susan Morgan**  
I would think if it wasn't caught immediately that it would be.

42:41 - 42:49 **Elizabeth Moya**  
And this is Elizabeth, let us get back to you on that very rare instance, as I can tell you, the audience that I let you all know what's in the room with this webinar.

42:49 - 42:55 **Elizabeth Moya**  
We're all looking at each other and all saying, but what if we do this, why would this happen?

42:55 - 42:55 **Elizabeth Moya**  
Let us get.

42:55 - 42:56 **Chad -- UNF**  
Back to you on.

42:56 - 43:01 **Elizabeth Moya**  
That, because, again, it's, it's, it's one, it is one off, and we do want to respond to it.

43:01 - 43:10 **Elizabeth Moya**  
But I don't have a nice answer to get me right now because we're not really sure how that would hurt, but I'm sure OK, so let us get back to you on that.

43:10 - 43:12 **Stephanie Linard**  
No problem, thank you.

43:12 - 43:13 **Elizabeth Moya**  
Thank you.

43:15 - 43:17 **Elizabeth Moya**  
There was a question also in the chat.

43:17 - 43:20 **Elizabeth Moya**  
Our challenge would be obtaining student consent.

43:21 - 43:23 **Elizabeth Moya**  
I read the guidance document.

43:23 - 43:29 **Elizabeth Moya**  
Would there be additional suggestions, guidance, and how to encourage students to opt in?

43:41 - 43:44 **Elizabeth Moya**  
I'm looking at you as an As an advisor in your, in your previous lives.

43:44 - 43:51 **Elizabeth Moya**  
I mean, it's just an opportunity for our advisors can be working with students That the changing FERPA.

44:07 - 44:11 **Elizabeth Moya**  
And, we can follow up with that and provide you some additional suggestions.

44:11 - 44:11 **Elizabeth Moya**  
And.

44:14 - 44:16 **Elizabeth Moya**  
Again, this is about the students, again.

44:16 - 44:18 **Elizabeth Moya**  
It's making sure our students have degrees.

44:18 - 44:22 **Elizabeth Moya**  
Now, we will, we can absolutely provide some additional guidance on that.

44:24 - 44:40 **Toby Shorey (He, Him, His)**  
Along that line, if you could provide, also, like, it says, where we were talking about this and we're also talking about the possibility of a sample kind of webpage that, we could, you know, kind of riff off of, in terms of, You know, complying with that portion of it.

44:40 - 44:55 **Toby Shorey (He, Him, His)**  
Um, if you could supply, particularly for academic advisors, the, the upside, the cell to the students, because once the student has matriculated to the US and they're pursuing their four year degree.

44:56 - 45:10 **Toby Shorey (He, Him, His)**  
Um, know, beyond getting a credential from your former institution, you know, what's the value added for the student for forgetting the Associate of Arts degree, while they're already pursuing their bachelor's degree?

45:12 - 45:13 **Toby Shorey (He, Him, His)**  
Um, No.

45:13 - 45:13 **Chad -- UNF**  
Because.

45:14 - 45:22 **Toby Shorey (He, Him, His)**  
Beyond we see it, as, well, if the student doesn't complete the bachelor's degree, there's a definite posture, the student having Associate of Arts degree.

45:22 - 45:26 **Toby Shorey (He, Him, His)**  
That's 100% true, But, I don't want to tell students.

45:26 - 45:34 **Toby Shorey (He, Him, His)**  
Hey, in case you can't make it, you can have this other degree So what's the kind of proactive positive messaging that we can put behind us?

45:35 - 45:37 **Elizabeth Moya**  
We definitely do that.

45:37 - 45:39 **Elizabeth Moya**  
And thank you for the suggestion.

45:40 - 45:43 **Janie Valdes**  
So, Linda, this is Jamie, if you don't mind.

45:43 - 45:44 **Janie Valdes**  
Jumping in.

45:45 - 46:06 **Janie Valdes**  
I think it was Toby who was speaking I was working on credit wanted to do several years ago, And there's a lot of research that shows that students who earn that credential irrespective of whether it's in a reverse transfer process or through the regular process, significantly higher graduation rate for the baccalaureate.

46:07 - 46:07 **Chad -- UNF**  
So.

46:07 - 46:12 **Janie Valdes**  
There seems to be something that's very motivational, that allows the.

46:12 - 46:12 **Chad -- UNF**  
Students.

46:13 - 46:18 **Janie Valdes**  
That there are also some some sort of shorter term gains.

46:18 - 46:24 **Janie Valdes**  
Where students can often get a raise in their current jobs by having the credential and discounts.

46:24 - 46:29 **Janie Valdes**  
You know, something like, you know of, or, car insurance, and things of that nature.

46:30 - 46:36 **Janie Valdes**  
But the key thing was this, the significant increase in the completion of the baccalaureate, if that helps at all.

46:38 - 46:39 **Elizabeth Moya**  
Know.

46:39 - 46:48 **Toby Shorey (He, Him, His)**  
A lot, but in particular, like, I want to focus this on on the student, and some of the things you mentioned were directly specific to the student.

46:48 - 46:53 **Toby Shorey (He, Him, His)**  
And so yeah, we'd like anything that we get, you know, for that, when students.

46:54 - 46:55 **Chad -- UNF**  
Why.

46:55 - 46:56 **Toby Shorey (He, Him, His)**  
They might wish to pursue this.

46:58 - 47:00 **Elizabeth Moya**  
We'll be glad to do that.

47:01 - 47:03 **Elizabeth Moya**  
Jamie, and I mean, talking to you more.

47:05 - 47:06 **Janie Valdes**  
Absolutely.

47:06 - 47:15 **Janie Valdes**  
And it did help, and did help tobi, when we talked about those, will, initial pieces, where a student can go and ask their supervisor for a raise because they had the credential.

47:15 - 47:18 **Janie Valdes**  
That's a very, That's A tangible right then and there.

47:18 - 47:19 **Janie Valdes**  
Right.

47:19 - 47:26 **Janie Valdes**  
So, I completely understand, and we, we struggled with that as well, When we first started that, that process, Right, we didn't want to tell a student.

47:26 - 47:34 **Janie Valdes**  
Hey, life can happen, and maybe your bachelor's is not completed, but you have your A In the meantime is not really the way to go, um, in my book as well.

47:34 - 47:36 **Janie Valdes**  
So, happy to help as much as I can.

47:36 - 47:37 **Janie Valdes**  
Thank you.

47:38 - 47:57 **Paul Nagy**  
If I might add, I was also those are excellent points, and I was also involved with credit when it's due and fashioning MOU, for reverse transfer many years ago, the other, just to add to that point, is that it's the difference between that student that does seek employment.

47:58 - 48:04 **Paul Nagy**  
Being able, the difference between putting some college, no degree, versus a degree.

48:04 - 48:12 **Paul Nagy**  
When they apply for enrollment, even if they have not completed the BS and the Bachelor's Degree, they've already got, they've got the degree.

48:12 - 48:14 **Paul Nagy**  
And that makes a world of difference in that job application.

48:17 - 48:18 **Elizabeth Moya**  
That's another good point.

48:19 - 48:22 **Elizabeth Moya**  
And I want to thank you all also for utilizing the chat.

48:22 - 48:25 **Elizabeth Moya**  
I see that many of our institutions are talking amongst themselves.

48:26 - 48:31 **Elizabeth Moya**  
That's wonderful, and we really appreciate this dialog that all of you have taken the time to engage in.

48:41 - 48:43 **Elizabeth Moya**  
So, we have a little bit of a pause here.

48:43 - 48:48 **Elizabeth Moya**  
Is there anybody else that wants to ask some questions, engage in conversations?

48:59 - 49:03 **Elizabeth Moya**  
If not, you know, well, we can go ahead and conclude this time.

49:03 - 49:09 **Elizabeth Moya**  
We would encourage all of you to continue reaching out to your representatives here with the State University System, with the.

49:09 - 49:09 **[speaker unknown]**  
Florida.

49:09 - 49:12 **Elizabeth Moya**  
College System, with the Office of Articulation.

49:12 - 49:19 **Elizabeth Moya**  
We know this is a, this is that this is a big deal for our students, based on the conversation you all just had about, know, to what.

49:19 - 49:20 **[speaker unknown]**  
Degree is better.

49:20 - 49:20 **Elizabeth Moya**  
Than.

49:22 - 49:22 **[speaker unknown]**  
We.

49:22 - 49:27 **Elizabeth Moya**  
Thank all of you, and we're going to continue to put out guidance in question and answers and work together.

49:27 - 49:36 **Elizabeth Moya**  
Again, we are under the expectation, the reverse transfer, articulation agreements will be in place for the spring of 2022.

49:36 - 49:40 **Elizabeth Moya**  
We are asking our institutions this fall, all of 2021.

49:40 - 49:42 **Elizabeth Moya**  
Just start identifying those students.

49:43 - 49:46 **Elizabeth Moya**  
Be on the lookout for some changes in faster.

49:46 - 49:49 **Elizabeth Moya**  
Again, these fields that we spoke about are there as optional.

49:49 - 49:53 **Elizabeth Moya**  
They will all become mandatory, but please start using them now.

49:53 - 49:55 **Elizabeth Moya**  
And actually, Linda has got something to add here, as well.

49:56 - 50:16 **Elizabeth Moya**  
I was just going to say thank you to the university folks that have sent me some questions, and I know that I received from this morning, that we didn't quite get to, But we'll discuss them here, and include them in the list, That's the thank you for.

50:16 - 50:17 **Elizabeth Moya**  
We're doing that, too.

50:17 - 50:18 **Elizabeth Moya**  
It was helpful.

50:27 - 50:32 **Elizabeth Moya**  
Ok, well, on that note, I'm gonna go ahead and end the meeting, and I thank all of you for your time today.