# AHEAD 2025 – Session 1.08

## Slide 1

**Students Transferring from 2-Year to 4-Year Institutions**

How three states are smoothing the process

Denver Colorado - July 16th, 2025

## Slide 2

Session Structure

* California - Perspectives from Multiple Institutions
* Oregon - Large Community College
* Washington - Large Research University
* Personas, Prompts, and Resources
* Session Evaluation

## Slide 3

Introductions

## Slide 4

Presenters

California

* Jennifer Billeci, UC Davis
* Edina Rutland, San Jose City College (Retired), CAPED Past President
* Mary Lee Vance, Ph.D., Sacramento State

Oregon

* Kaela Parks, Portland Community College

Washington

* Bree Callahan, University of Washington, ADA Coordinator

## Slide 5

California

## Slide 6

CA State Laws and CSU System Policy

* Title V Regulations (CCC)
* AB 1705 (CCC) - Multiple Measures to “increase numbers of students into transferable math and English”
* California State University Executive Order 1111

## Slide 7

California Community Colleges Title V Section 56006

Determination of Eligibility

1. In order to be eligible for academic adjustments, auxiliary aids, services and/or instruction authorized under this chapter, a student must have a disability.
2. The existence of a disability may be verified by one of the following means:
	1. Observation by certificated DSPS staff;
	2. Assessment by certificated DSPS staff; or
	3. Review of documentation by certificated staff provided by appropriate agencies or certified or licensed professionals outside of DSPS.
3. The student’s educational limitations must be identified by certified staff and described in the Academic Accommodations Plan (AAP). Eligibility for each service provided must be directly related to an educational limitation.

## Slide 8

California State University Executive Order 1111 Policy Statement

Authority to determine disability status:

The campus director or designee of the program for services to students with disabilities shall have the ultimate authority to determine disability status, and the decision shall be subject to the provisions below and to established appeal procedures.

Determination of evident disability:

The campus director or designee of the program for services to students with disabilities has the authority to determine the presence of a disability, without corroborating documentation, if the nature and extent of the disability is evident.

## Slide 9

UC Davis Policies Applying to Campus Activities, Organizations and Students (PACAOS)

Guidelines Applying to Nondiscrimination on the Basis of Disability

* INTRODUCTION: In compliance with the Federal Rehabilitation Act of 1973, as amended (Public Law 93- 112) and the Americans with Disabilities Act of 1990 (Public Law 101-336), University of California policy prohibits unlawful discrimination on the basis of disability in its programs, services, and activities.
* The following Guidelines are designed to be consistent with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. However, it is possible that these statutes may be amended in the future and, in such instances, the most current applicable laws shall represent University policy as it applies to nondiscrimination on the basis of disability.
* QR Code that points to PACAOS

## Slide 10

HS to Postsecondary Transition FAQ

May a postsecondary school deny my admission due to my disability? No, if you meet the essential requirements for admission.

Do I have to inform a postsecondary that I have a disability? No, but if you want academic adjustments, you must disclose to the SSWD, and go through the interactive process, as well as communicate with each of your faculty, each semester.

What academic adjustments must a postsecondary provide? Appropriate academic adjustments based on your disability and individual needs to ensure EQUAL educational opportunity. Postsecondary are NOT required to lower or substantially modify essential requirements, fundamentally alter the nature of the service, program or activity or result in undue financial or administrative burden. Postsecondary does not provide personal attendants, individually prescribed devices or services of personal nature.

Who pays for a new evaluation? You. Check eligibility for services with State

<https://www2.ed.gov/about/offices/list/ocr/transition.html>

## Slide 11

High School to Post-Secondary

High School

* IDEA (Individuals with Disabilities Education Act)
* FAPE - free public education
* Parents have FERPA rights
* Parents/Teachers function as advocates (IEP, SOP, 504 plans etc)
* Personal services (e.g. aides) provided
* Success is a right
* School informs teachers of accommodations

College

* ADA (Americans with Disabilities Act)
* Education not a right
* Student has FERPA rights
* Students must self-identify and self-advocate (communicate)
* Personal services are not provided
* Not guaranteed success but guaranteed equal access
* Students must inform faculty of approved accommodations – not retroactive

## Slide 12

Preparing Students to Transition

High School (Senior Year)

* Complete Academic Requirements: A through G
* Update Exit IEP or 504 plans
* Update Assessments (i.e. psycho-educational assessments)

Community College/CSU

* Complete GE transfer course requirements: including Math and English
* Update accommodation information
* Send copy of accommodations to new institution

## Slide 13

California Community (CCC) to Public 4-Year

CCC

* Title V
* Section 504/ADA
* Priority Registration generally guaranteed
* Accommodations may be more “generous”

Public 4-Year

* No Title V
* Section 504/ADA
* Priority Registration on case-by-case basis
* Accommodations must have direct nexus to disability diagnosis and conditions

## Slide 14

Common Misconceptions

* The process to register for, and/or access, accommodations are the same at all colleges and universities.
* My existing documentation is sufficient, and I will be eligible for the same accommodations at my new school.
* Now that I’m at a college/university, I shouldn’t request accommodation services.

## Side 15

UC Davis v CSUS v CCC

UC Davis

* Specialists
* Quarter System
* TAPS Shuttle
* My SDC Online
* Disability Right Advisory Committee Aggie
* Neurodiversity Community
* Disabled Student Union

CSUS

* Access Coordinators
* Semester System
* Herky Shuttle
* Clockwork Portal
* Disabled and Nondisabled Alliance (DANA)
* Disability Cultural Center
* Sensory Room

## Slide 16

Final Recommendations

* Accommodations do not automatically transfer:
* Priority Registration
* Triple or Double Time
* Assignment Extensions
* What makes sense at one campus may not make sense or even be possible at another campus
* Grad peer counselors, if there is a grad counseling program
* Specific technology – may be different but equally effective at another campus
* Nevertheless, every campus must provide what will be necessary and effective adjustments

## Slide 17

Golden Rules

* Don’t promise, commit or guarantee students anything you are not certain can be fulfilled (check that you have current and accurate information before saying what another college provides)
* Never say never – the interactive process needs to stay open, but sometimes more documentation is required
* We are all required to abide by Section 504, ADA Title II (State and local government entities)

## Slide 18

In General: Students Need to Know

* Right to equal access (not a right to succeed)
* Not Student Advocates but advocates for approved accommodations
* Non-Duplicative Services/Not a One-Stop
* Not academic advisors
* Not financial aid experts
* Disability management responsibility of student
* Personal services are personal responsibility
* DS office staff primary focus is academic modifications/adjustments

## Slide 19

Resources (not comprehensive)

Off-Campus Resources

* Department of Rehabilitation
* Center for Independent Living
* Local Regional Centers
* College Living Experience
* Healthcare Providers
* Other Community Allies
* OCR

On- Campus Resources

* Academic Advisement
* Career Services (career prep etc.)
* Health & Wellness Services
* Counseling Center
* Campus Health Center
* Cooperative Learning Center
* Student Housing and Residential Life
* Financial Aid
* Basic Needs
* Internal Complaint Process/Dept (discrimination, retaliation, harassment, bias etc.)

## Slide 20

Oregon

## Slide 21

A Literature Informed Approach

Before delving into information about work in Oregon at the state level, and at Portland Community College, let’s review a few examples of literature from the field:

* Use of Supports Among Students with Disabilities (2022) available as a [news release](https://nces.ed.gov/whatsnew/press_releases/4_26_2022.asp) from NCES or as a [full PDF](https://nces.ed.gov/pubs2022/2022071.pdf) document this report shared that “A Majority of College Students with Disabilities Do Not Inform School”
* Transfer Experience (2024) from [Community College Review, v52 n2 p173-192 2024](https://eric.ed.gov/?q=college+students+with+disabilities+transfer&id=EJ1414167) titled Framing the Transfer Experience for Community College Students: Connection, Preparation, Support, Advocacy, and Resilience, and reported that “Often community college students are viewed with a deficit lens by university staff”

## Slide 22

View of Transition from Two-Year to Four-Year Inst. (2001)

Top Concerns of Students

* Program cost
* Skills in self-advocacy
* Differences in social life
* Availability of educational accommodations
* Access to technology
* The transfer process.

Top Concerns of Disability Resource Professionals

* Adjusting to the differences in academic requirements and support services
* Having poor study and self-advocacy skills
* Securing financial support
* Working through the transfer process
* Adjusting to a larger, less personal environment
* Disability Studies Quarterly - Winter 2001, Volume 21, No. 1

## Slide 23

Outline for Oregon Information

Statewide

* Course Substitutions for Transfer Degrees at Public Institutions
* Many institutions have chosen the same accommodation management system

Institutional (PCC)

* Practitioner approach that educates and supports
* Learning Evaluation Access Project (LEAP)
* Leadership roles for current and former students

## Slide 24

OR Statewide Examples

Course Substitution

* ORAHEAD worked with the statewide coordinating commission to ensure CCs could confer transfer degrees with course subs in place (using institutionally defined processes).
* [Transfer degrees are accepted](https://docs.google.com/document/d/1LCipkPhIoZjMCL-6O-f--yPhmhJZIkOs/edit?usp=sharing&ouid=101249734386908139685&rtpof=true&sd=true) at public Universities - program specific requirements still need to be met.

Accommodation Management System

* Many institutions in Oregon use the same Accommodation Management System and this can be a helpful coincidence for our transfer students.
* ORAHEAD webinars and pre-con sessions allow us to share ideas.
* Even with differences in setup, the overall system is similar.

## Slide 25

PCC Institutional Practices

Practitioners

* Interactive process that focuses on what can be provided - even without formal documentation.
* LEAP provides access to learning evaluations for those who could not otherwise afford them.
* DESOL addresses barriers for English Language Learners with disabilities.

Student Leaders

* Disability and Accessibility Advocates develop programming for peers.
* Community Ambassador roles for leaders who move on to nearby universities and bridge connections.
* Podcast episodes with faculty.
* STEM cohort led by Advocate enrolled at CC and University.

## Slide 26

PCC - Practitioner Approach

* At Portland Community College our practitioners strive to:
* Develop relationships with students, and talk with them about their future goals
* Talk realistically about differing documentation requirements
* Make sure all students know their accommodation history is available
* Assist with exports of relevant information (including 3rd party documentation)
* Offer coaching and support to students who are having transfer conversations

## Slide 27

PCC - LEAP & ESOL

* Learning Evaluation Access Project (LEAP):
* Provides access to learning evaluations for students who will need additional disability documentation at future steps in their academic and career plans.
* [LEAP can make the difference](https://docs.google.com/document/d/1QsEF1NJpRvMnrXEMAqAduJ_8ruFLvO6G/edit?usp=sharing&ouid=101249734386908139685&rtpof=true&sd=true) in terms of completion, especially in terms of high stakes exams and things like course substitutions. We typically have a wait list.

Disabilities + ESOL (DESOL):

* Identifies teaching and learning barriers and opportunities for students with disabilities who are learning English as a second or other language.
* Examples of initiatives include tactile learning objects, inclusion of deaf interpreters, and use of in class aides to support individual learning.

## Slide 28

Addressing Stigma - Normalizing Access Needs

* The [Disability Cultural Alliance](https://www.pcc.edu/disability-cultural-alliance/) creates space for disabled student leadership.
* Disability and Accessibility advocates serve on committees, develop programming and are available to consult.
* Leadership activities help to bridge gaps for transfer.
* Image of bulletin board with a variety of posters advertising book clubs, a safer sex and disability toolkit, the let's talk podcast collective and the invisible force magazine

## Slide 29

PCC Example - Student Leaders

The PCC Disability and Accessibility Advocates:

* Paid positions for student leaders who engage in programming for peers:
* Let’s Talk Podcast Collective with episodes on a variety of topics including transitions into and out of community college
* STEM cohort led by student in science program at an Oregon University who has taken many science courses at PCC - involves faculty in variety of disciplines and is aimed an improving transition experiences of students with disabilities pursuing STEM majors
* Community Ambassador positions - when an Advocate graduates from PCC and wants to continue to engage in cross-institutional community engagement

## Slide 30

Oregon - Recap of Key Ideas

* ORAHEAD Advocacy led to meaningful gains for transfer students in our state
* CC experiences can provide students with skills and knowledge that will serve them well in a variety of educational and work environments
* Support for understanding and preparing for future hurdles can take many forms
* Student leaders (advocates and community ambassadors) can provide peer supports to help each other navigate the transfer process
* Student leaders can contribute to faculty and staff learning to improve the transfer experience over time (institutional capacity building)

## Slide 31

Washington

## Slide 32

Areas of Focused Work

Statewide

WA State Legislature tasked a Disability Services Transfer Work Group in 2016

Institutional

* DO-IT at the University of Washington
* Disability Support Services Council
* Washington Post Secondary Education and Disability

## Slide 33

Disability Services Transfer Group

WA State Legislature tasked institutions of higher education to serve on a working group to create a plan for removing obstacles for students with disabilities transferring between institutions of higher education.

Origins

A proposed bill by a state senator to require WA higher education institutions to automatically transfer accommodations between institutions

Work Group products generated

* Two legislative reports
* Disability Services Transfer Best Practices
* Common Release Form
* Transfer Checklist

## Slide 34

Institutional Work

DO-IT at University of Washington

Historical work on grants to support transition from 2 to 4 year colleges

Disability Support Services Council (DSSC)

* State Board of Community and Technical Colleges
* Working groups focused on transfer from K-12 and 2 to 4 year colleges

Washington Post Secondary Education and Disability (WAPED)

* WA AHEAD Affiliate
* Working groups at conferences talking about transfer issues and impacts
* Most institutions use Accessible Information Management (AIM) which has made transition easier for students between colleges

## Slide 35

Resources

Links to documents generated from the 2016 WA State Work Group

* [Common Release — Transfer of Documentation form](https://www.sbctc.edu/resources/documents/colleges-staff/commissions-councils/dssc/common-release.pdf)
* [Transfer Checklist](https://www.sbctc.edu/resources/documents/colleges-staff/commissions-councils/dssc/transfer-checklist.pdf)
* [Best Practices](https://www.sbctc.edu/resources/documents/colleges-staff/commissions-councils/dssc/best-practices.pdf)

Sample higher education institution web pages on transferring

* [Disability Resources for Students Office at the University of Washington](https://depts.washington.edu/uwdrs/prospective-students/transition-resources/)
* [DO-IT Resource: DO-IT 2-4: A Promising Practice in Supporting Transitions from Two- to Four-Year College](https://doit.uw.edu/knowledge-base/do-it-2-4-a-promising-practice-in-supporting-transitions-from-two-to-four-year-colleges/)

## Slide 36

Student Personas

Traditional Age Transfer - After having an IEP in high school, accommodation was established at the local CC where a course sub was needed for completion of a general transfer degree.

Acquired Disability - After service in the military, a medical discharge led to use of educational benefits at a CC where a number of credits were earned and applied to a university program.

English Language Learner -After moving to the US, CC classes in English led to a certificate, then a transfer degree with intent to re-establish a career (advanced degrees were previously earned overseas).

## Slide 37

Session Evaluation

[tinyurl.com/AHEADFeedback](http://tinyurl.com/AHEADFeedback)

Your feedback helps shape future programming.

Thank you for attending!