



California
Community
Colleges

Transfer Counselor
Website

Transfer Conference for Counselors

Maximizing Potential: Supporting Students
Living with a Disability Transfer to a 4-Year
University

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Maximizing Potential: What Counselors Can Do to Support Transfer for Students with Disabilities

Guiding Points

- What Counselors Can Do:
 - Practical Strategies That Matter
- Teaching Self-Advocacy and Building Readiness
- From Counselor to Director: Leading with Insight, Supporting with Intention
- Supporting Transfer Efforts as a Dean

Teaching Self-Advocacy and Building Readiness

Role as Counselors

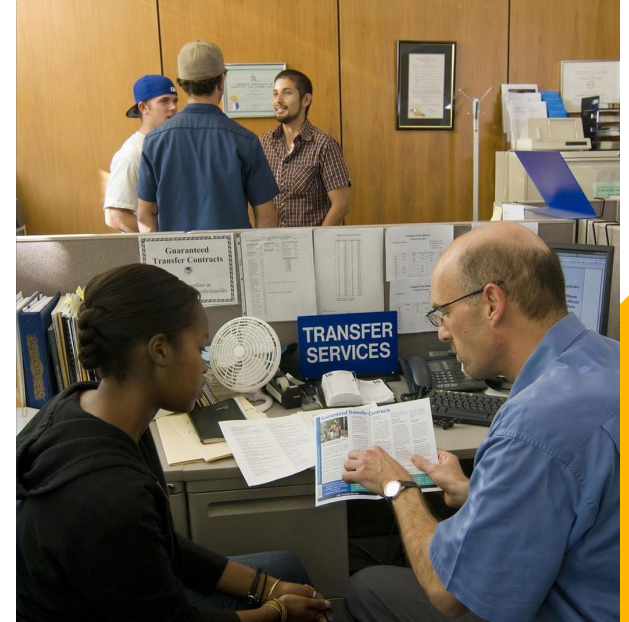
Are often the first and most consistent point of contact

Transfer is not just academic, it is

- Navigational
- Psychological
- Structural

Our goal:

→ Prepare students, not just refer them



Teaching Self-Advocacy and Building Readiness

Role as Counselors

Once students share they are transferring or have been accepted into a 4-year university, we can start conversations about

- Initiating communication with university *early*
 - DSPS application
 - DSPS Intake
 - Starting specialized accommodation early (braille, DHH, technology, furniture)
 - Housing accommodations
 - Dietary accommodations
- Difference between community college and 4-year university



***Starting the process as soon as possible
can reduce a significant amount of stress!***

Documentation can be the biggest barrier to access

This will differ from institution to institution

- Some institutions are more strict about what they accept, others are more relaxed
 - *“Please Note: An I.E.P. or 504 Plan may supplement accepted documentation (e.g. a current psycho-educational assessment), but an IEP or 504 Plan generally is not sufficient by itself to document a disability.”*
 - *Documentation should indicate that the disability substantially limits a major life activity. Further, the documentation will present evidence that the student has current functional limitations and/or may currently experience accessibility barriers to any University programs or services.*
 - *“We do not require documentation for students to schedule a Welcome Meeting with our DSPS Office. We don’t want them going through another hoop. A lot of the time we go off the student self-reporting.”*

Documentation can be the biggest barrier to access

Update

- **AB-1713**

Sharing information about AB 1713, which would require all CCC's, UC's and CSU's to accept, as verification of the student's disability, an IEP and a specified plan issued by a school district, county office of education, or charter school that documents the student's disability.

Be as transparent and explicit about what to expect in terms of process & accommodations

Students will be surprised at some aspects when they transfer

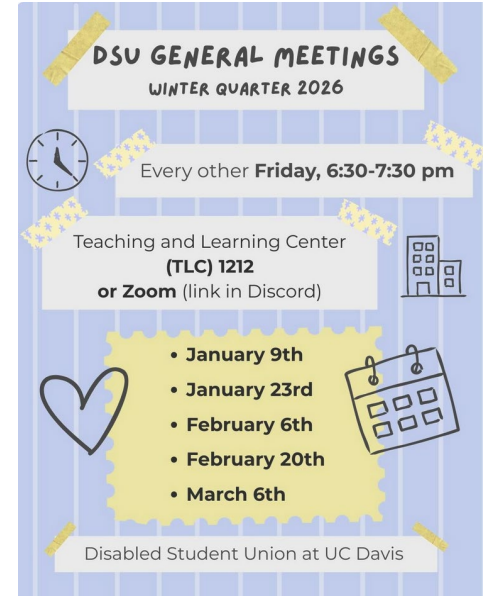
- Priority registration is not an accommodation for all students across the board. Students may need to apply for it.
- Some DSPS departments may do academic advising, others may not and students will need to meet with major advisor.
- Technology offerings may change - smart pen, genio, Kurzweil, Read & Write, etc
- Students may have to learn a new data management system (AIM, Clockwork, Titanium)



Transfer can be scary *and* exciting!

Students may be pleasantly excited in learning about

- Clubs
 - <https://aggielife.ucdavis.edu/dsu/home/>
- Disability-related support on campus
 - <https://www.csueastbay.edu/project-impact/index.html>
 - <https://neurodiversitydavi.wixsite.com/aggie-neurodiversity>
- Disability events
 - <https://dss.sonoma.edu/events/disability-awareness-month>
- Leadership opportunities in creating a more accessible campus

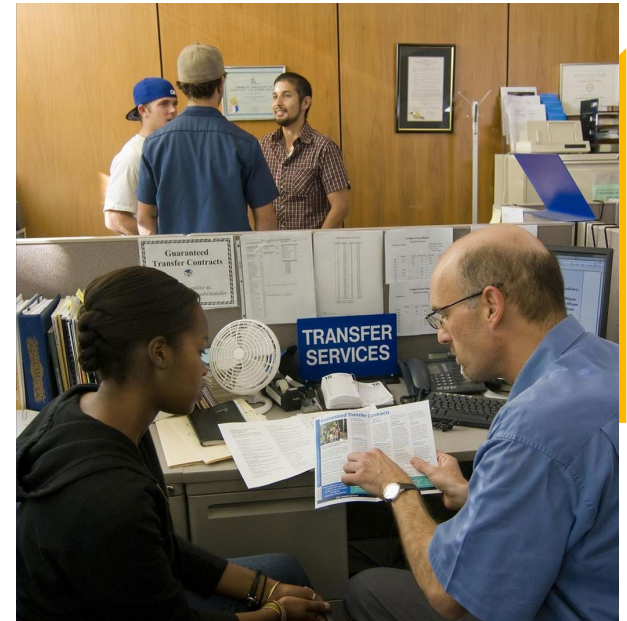


How do we remember to celebrate joy and student identity in this next journey?

From Counselor to Director: Leading with Insight, Supporting with Intention

Checking In With Counselors

- Ask if they are noticing any trends with students transferring?
 - Are there particular feeder or local 4-year universities students are transferring to?
 - Are students finding success in transitioning smoothly?
 - Are counselors being contacted by students in a panic or stressed out?
 - Are there practices from institutions they can highlight and uplift?



From Counselor to Director: Leading with Insight, Supporting with Intention

Create spaces for intentional connections

- How can we co-build a shared system of support across institutions?
- Who and how can we invite partners into our spaces so that DSPS counselors create a partnership and establish communication?
 - Exchange information
 - Meet & Greets
 - Field trips to four-year university
 - DSPS advisory meeting



Intentional Transfer Support as a Dean: Leveraging Resources & Building Community

Seek Opportunities to Support as an Administrator

- Leverage resources and relationships, don't duplicate services, create accessible opportunities for student participation
- Establish relationships off campus (Access, Veterans, BHS, Dean to Dean)
- When able, bring partners onto campus for specialized transfer support (DHH Population/CSUF)



Intentional Transfer Support as a Dean: Leveraging Resources & Building Community

Seek Opportunities to Support as an Administrator

- Support faculty in attending transfer conferences and providing outreach to students related to transfer, encourage them to share their successful transfer practices (Writing support, application review)
- Participate in campus transfer symposiums (know your data trends, how is legislation impacting transfer?)
- Create opportunities for program alum to return and share experiences with new students

**SHOWCASE HOW YOU CREATE
A TRANSFER SENDING
CULTURE ON CAMPUS
AT THE**

Transfer Symposium

Navigating the Mountie Transfer Experience

Please complete the sign-up form to be showcased!
Responses will be displayed as posterboards during the Transfer Symposium on March 6. Mt. SAC faculty, staff, and administrators will be in attendance.

Faculty/Staff Sign-Up form

bit.ly/individual_posterboard

Program/Department Sign-Up form

bit.ly/program_posterboard

The Importance of Creating a Transfer Sending Culture

Transfer Initiatives

- IBSO Caravan & Tours
- Transfer Workshops
- Onsite Assist

The Transfer and Completion Center will create & print posterboards.
Symposium Attendance is not necessary to participate in the posterboard showcase. For any questions please contact transfercenter@mtsac.edu. (909) 274-6024

Partnering together for long-lasting impact

In establishing relationships with our 4-year partners we are:

- Creating space to dream for DSPS students
- Giving a foundation to have difficult conversations
 - I.e. around documentation
 - With each other and with more leaders and practitioners such as the chancellor's office
- Gives is opportunity to establish a practice instead of depending on a person at the DSPS office at the university.
- It is going beyond compliance. It is equity work.



Disability Justice

- Intersectionality
- Leadership of Those Most Impacted
- Anti-Capitalist Politics
- Cross-Movement Solidarity
- Recognizing Wholeness
- Sustainability
- Commitment to Cross-Disability Solidarity
- Interdependence
- Collective Access
- Collective Liberation

10 PRINCIPLES OF DISABILITY JUSTICE

- 1 INTERSECTIONALITY** *"We do not live single issue lives" --Audre Lorde*
Ableism, coupled with white supremacy, supported by capitalism, underscored by heteropatriarchy, has rendered the vast majority of the world "invalid."
- 2 LEADERSHIP OF THOSE MOST IMPACTED**
"We are led by those who most know these systems." --Aurora Levins Morales
- 3 ANTI-CAPITALIST POLITIC**
In an economy that sees land and humans as components of profit, we are anti-capitalist by the nature of having non-conforming body/minds.
- 4 COMMITMENT TO CROSS-MOVEMENT ORGANIZING**
Shifting how social justice movements understand disability and contextualize ableism, disability justice lends itself to politics of alliance.
- 5 RECOGNIZING WHOLENESS**
People have inherent worth outside of commodity relations and capitalist notions of productivity. Each person is full of history and life experience.
- 6 SUSTAINABILITY**
We pace ourselves, individually and collectively, to be sustained long term. Our embodied experiences guide us toward ongoing justice and liberation.
- 7 COMMITMENT TO CROSS-DISABILITY SOLIDARITY**
We honor the insights and participation of all of our community members, knowing that isolation undermines collective liberation.
- 8 INTERDEPENDENCE** We meet each others' needs as we build toward liberation, knowing that state solutions inevitably extend into further control over our lives.
- 9 COLLECTIVE ACCESS** As brown, black and queer-bodied disabled people we bring flexibility and creative nuance that go beyond able-bodied/minded normativity, to be in community with each other.
- 10 COLLECTIVE LIBERATION** No body or mind can be left behind
-- only moving together can we accomplish the revolution we require.

www.sinsinvalid.org
SINS INVALID 2015

Thank you!