



California
Community
Colleges

Transfer Counselor
Website

Transfer Conference for Counselors

**Transfer Counseling in Practice:
Case Studies from the Field**

*Presenters:
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Welcome & Housekeeping

Tech Support

Technical support is available, please email conferences@foundationccc.org with any questions.

Closed Captioning

Click the Closed Caption (CC) tab to read live captions

Audio/Visual

You will be muted with your camera off during the entire webinar. To ask a question please utilize the Q&A feature.

Q&A

Click the Q&A tab to enter questions for the presenters and read their responses. We will do our best to answer as many questions before the end of this session. Questions we are unable to answer will be addressed post-event in the coming weeks. Some questions will be answered live at the end of each session.



Transfer
Counselor Website

ABOUT CONFERENCE ANNOUNCEMENTS

COLLEGES & UNIVERSITIES > STUDENT JOURNEY RESOURCES AND TOOLS MAJORS AND CAREERS

Welcome to the New
**Transfer Counselor
Website**

Register for the Annual Transfer Conference! →



Search for a College or University

Search for a College or University Filters

Browse the [TCW Transfer Directory](#) →

All of today's presentations will be recorded and accessible on the CCC
Transfer Counselor [Website](#).

Intros & Intentions

Case Study Topics

- All the Units
- ADT or not?
- One Year Transfer Please!
- Private Transfer

Our Intentions

- Create space for collaborative learning
- Share communal strategies and knowledge



Case Study #1: All the Units

Case Study #1: All the Units

Context: You meet a community college student who previously attended a private university. They also have AP exam credit. The student is a biology major, interested in pursuing UC transfer. They heard about the UCI Cal-TEACH cross enrollment opportunity, and they are interested.

Discussion Questions:

- What are some initial questions or concerns that come up for you?
- What resources would you refer to?

Case Study #1: All the Units (continued)

Additional Context:

- AP Exam Credit: 10.5 semester units
- Community College: 42 semester units
- Private University LD: 25 semester units
- Private University UD: 16 semester units
- *Considering* Cal-TEACH Course: 4 quarter units

Discussion Questions:

- Would doing cross enrollment at the UCs be the right call for this student?
- What standing would this student be in for UCB, UCI, or UCLA transfer? Is TAG an option?



Case Study #1: Takeaways

- ❑ What makes up the 70 unit cap:
 - ❑ All LD units except UC coursework
- ❑ Refer to UC Quick Reference Guide (pg. 36-37) & TAG Matrix
- ❑ Connect with representative if needed.

High-unit limits and admission policy by campus: After applying the UC lower-division maximum transfer credit limitation policy, all upper-division and all UC units are added to the total unit count. Use the resulting unit count in reference to column two in the chart below.

Campus	Number of units that place an applicant in high-unit junior or senior standing	Admits high-unit juniors and/or seniors?	
Berkeley	80 semester/120 quarter units or more	High-unit juniors: Some	Seniors: Some
Davis	80 semester/120 quarter units or more; dean's review required	High-unit juniors: Some	Seniors: Some
Irvine	90 semester/135 quarter units or more	High-unit juniors: Some	Seniors: Some
Los Angeles	86.5 semester/130 quarter units or more	High-unit juniors: No	Seniors: No
Merced	80 semester/120 quarter units or more; dean's review required	High-unit juniors: Some	Seniors: Some (<i>Students must submit an appeal to be considered for admission at the senior level.</i>)
Riverside	80 semester/120 quarter units or more	High-unit juniors: Some	Seniors: Some
San Diego	90 semester/135 quarter units or more	High-unit juniors: Yes	Seniors: No
Santa Barbara	90 semester/135 quarter units or more	High-unit juniors: Yes	Seniors: No
Santa Cruz	90 semester/135 quarter units or more	High-unit juniors: Yes	Seniors: Some

COUNTING UNITS — EXAMPLES		
CCC enrollment plus enrollment at a university with only lower-division units	CCC enrollment plus enrollment at a university with lower and upper-division units	CCC enrollment plus UC or UC Extension enrollment (applying to a different UC)
60 sem units at CCC + 15 sem units at university <hr/> 75 total sem units - 5 excess sem units <hr/> 70 sem units awarded by UC Lower-division units limited to 70 Total = 70 sem units	30 sem units at CCC + 35 lower-division sem units at university <hr/> 65 lower-division sem units (no excess units) + 17 upper-division sem units at university <hr/> 82 total sem units awarded by UC*	74 sem units at CCC - 4 excess units <hr/> 70 total sem units + 14 sem units at UC or UC Extension <hr/> 84 sem units awarded by UC CCC lower-division units limited to 70 All UC units added to the total Total = 84 sem units*
CCC enrollment plus UC/CCC cross-enrollment	International university enrollment plus enrollment at CCC and CSU	Exam credit + enrollment at CCC
102 qtr units at CCC + 15 qtr units cross-enrollment <hr/> 117 total qtr units CCC units do not exceed 105 qtr (70 sem) Cross-enrollment is UC credit 117 qtr units awarded by UC	45** qtr lower-division units at intl univ + 29 sem units at CCC <hr/> + 26 sem upper-division units at CSU <hr/> 85** total sem units Lower-division units = 59 sem (does not exceed limit) All upper-division units added to lower-division total 85 sem units awarded by UC*	16 sem units AP credit + 75 sem units at CCC <hr/> 91 total sem units - 5 sem units excess CCC <hr/> 86 sem units awarded by UC***

* High-unit junior/senior standing: Dean's review required at some campuses
 ** Convert quarter units to semester units by dividing by 1.5
 *** No dean's review required; exam credit cannot jeopardize junior standing



Case Study #2: ADT or not?

Case Study #2: ADT or not?

Context: You meet a community college student who expresses interest in becoming a teacher and transferring to CSULB, CSUF, or SJSU. They mentioned they'd like to earn an associate's degree along the way.

Discussion Questions:

- Where do you begin the conversation?
- How do you guide the student through their options?



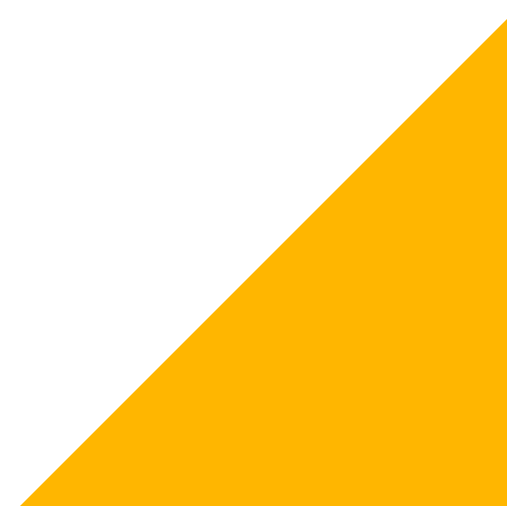
Case Study #2: ADT or not? (Continued)

Additional Context:

- Currently in first semester:
 - Freshman Composition
 - US History from 1877
 - College Success Course
 - Statistics
- No external credit
- Career Path: Elementary School teacher

Discussion Questions:

- Any additional questions or considerations you'd ask or bring up?
- Would an ADT be a good fit for this student?



Case Study #2: Takeaways

Is the ADT appropriate for the student?

- Is AD-T similar to their major/emphasis/concentration at CSU of interest? ([TMC Search Site](#))
- Does the ADT fit within the student's transfer timeline?
- Do they need the benefits (i.e. 0.1 GPA bump)?
- Consider all the student's transfer goals.
- Compare min. transfer requirements vs earning full ADT.
- Do additional research for the university-level program & teaching pathways (ex. credential during bachelors)
- Certainty on career path.



Case Study #3: One Year Transfer Please

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Context: You meet an incoming community college student who wants to transfer in one year as a Psych major to UC Davis through UC TAG. They have taken many AP exams and dual enrollment coursework. They want to know if it's possible to finish in this timeline.

Discussion Questions:

- What do you need to consider to help this student?
- What resources would you refer to?



Case Study #3: One Year Transfer Please (Continued)

Additional Context:

- **Advanced Placement:** ENGL Lang (4), Stat (3), US History (3), US Gov & Politics (3), Psych (4)
- **Dual Enrollment Credit:** COMM C1000 (3 units), Music Appreciation (3 units), College Success (3 units)

Discussion Questions:

- Is this student on track for a Psyc A.B. TAG at UCD?
- Any additional considerations when ed planning?



Case Study #3: Takeaways

TAG Eligibility

- 30 units vs. 60 units (potential duplications)

AP Layers

- Local equivalency
- General education
- Transfer major course - screening/selective majors

Holistic transfer counseling!



Case Study #4: Private Transfer

Case Study #4: Private Transfer

Context: You meet a community college student who expresses interest in pursuing transfer to an out-of-state or private university.

Discussion Questions:

- What are some questions you would recommend the student research or ask about?
- What resources would you refer to?



Case Study #4: Takeaways

Sample Checklist:

- Is there articulation between your CC and the university?
- Recommend broader courses at the community college level
- Navigate university transfer admission website *with* the student ([CCCCO Transfer Counselor](#) - OOS)
- Connect student to the college/university representative or admissions
- Equip student with questions to ask & encourage follow-up

**Thank you for participating & sharing
YOUR wisdom! 😊**

Resources

- [Assist.org](#)
- [UC Counselor Quick Reference Guide](#)
- [CCCO Transfer Counselor Website](#)
 - [CA Private College Search](#)
 - [Out of State College Search](#)
- [TMC ADT Search](#)
- [UC AP Credit for Admission](#)
- Visit each individual campus' AP website for major-specific credit (ex. [UC Davis AP Chart](#))
- [UC TAG Eligibility](#) (See TAG matrix)
- [UCI Cross Enrollment](#)



The screenshot shows a user interface for the 2026 Transfer Conference for Counselors. At the top is a dark blue navigation bar with the California Community Colleges logo on the left, and links for Home, Schedule, and Community in the center. On the right side of the navigation bar are icons for a calendar, a notification bell, a chat bubble, and a user profile. Below the navigation bar, the main content area is divided into two columns. The left column is titled 'Welcome Erin' and features three white cards with blue icons: 'Attendees', 'Community', and 'Speakers'. Below these cards is the 'Event schedule' section, which includes a sub-header 'Upcoming Wed, 3/25' and a list of two sessions. The first session is 'Welcome and Keynote' from 8:35 AM to 10:10 AM PT (1h 35m) with an 'Add' button. The second session is 'Early Intervention, Lasting Impact: Counseling Strategies for Science, Technology, Engineering, and Mathematics (STEM) Student Success' from 10:30 AM to 11:45 AM PT (1h 15m) with an 'Add' button. A brief description of the second session is provided below its title. The right column is titled 'Event Details' and features a dark blue header. Below the header, it displays the event title '2026 Transfer Conference for Counselors', the dates 'March 25 at 8:00 AM - March 25, 2026 at 3:30 PM', and a link to 'Visit event website'. Below this is the 'Your Information' section, which includes the heading 'Event Registration', the user's name 'Erin Stack', email 'estack@foundationccc.org', and a link to 'View your registration'.

Throughout the day, please continue to revisit the attendee portal to access each of the sessions you're interested in.