

TARRANT COUNTY COLLEGE

Transitioning to College

Prepared by the
Southeast Campus
Student Accessibility Resources Office



(Image: The front of the building of TCC Southeast Campus)

Hello everyone! My name is Molly Gramoll and I am with the Student Accessibility Resources office at Tarrant County College. Welcome to today's presentation on the transition into college. For today's presentation, we would like to provide you with some information on TCC and our Student Accessibility Resources office that could benefit your students as they embark on their college journey. I also want to mention that I am including the script within this presentation. Please let me know if you would like a copy of the script afterwards.



TCC | Tarrant County College
SUCCESS WITHIN REACH.

TCC is . . .

Six Campuses, One College

Southeast Campus

South Campus

Northeast Campus

Northwest Campus

Trinity River Campus

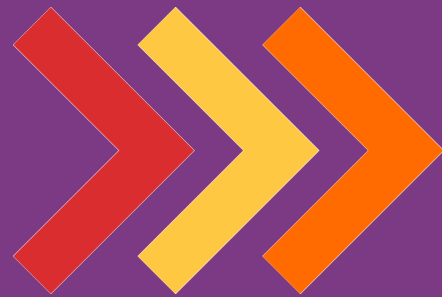
Connect Campus

(Image: 6 side-by-side photos of the different TCC campuses. A banner is displayed over the front reading "TCC | Tarrant County College. Success Within Reach.")

At Tarrant County College we have 6 Campuses, but our goal is to operate as 1 College. We have our Southeast Campus, where I work, South, Northeast, Northwest, Trinity River, and our online campus, Connect campus. We have 3 goals at Tarrant County College...



3 Goals



One College

TCC will function as One College to provide a consistent and successful student experience.

Student Ready College

TCC will put students at the core of all programs and services, so that they are welcomed, engaged, and supported inside and outside the classroom.

Serve the Community

TCC will serve the community and be its first choice for partnership.

The first of the 3 goals is that we work together as one college to provide a consistent and successful student experience. The second goal is to put the students first through a Student Ready Experience. TCC puts students at the core of all programs and services, so that they are welcomed, engaged, and supported inside and outside the classroom. The final goal is to serve the community and be its first choice for partnership.

What is SAR

Mission Statement

The mission of Student Accessibility Resources (SAR) is to promote equal access to education for students with disabilities and an environment that is respectful, values individual differences and encourages self-advocacy.



(Image: Group photo of TCC graduates and Toro smiling for graduation)

Some of you may ask “what is SAR and who does it apply to?” Here at SAR our mission is to promote equal access to education for students with documented disabilities and an environment that is respectful, values individual differences and encourages self-advocacy. Students with documented disabilities like dyslexia, dysgraphia, ADHD, anxiety, depression, and any other physical, learning or invisible disabilities would certainly be able to seek resources or accommodations offered by SAR.

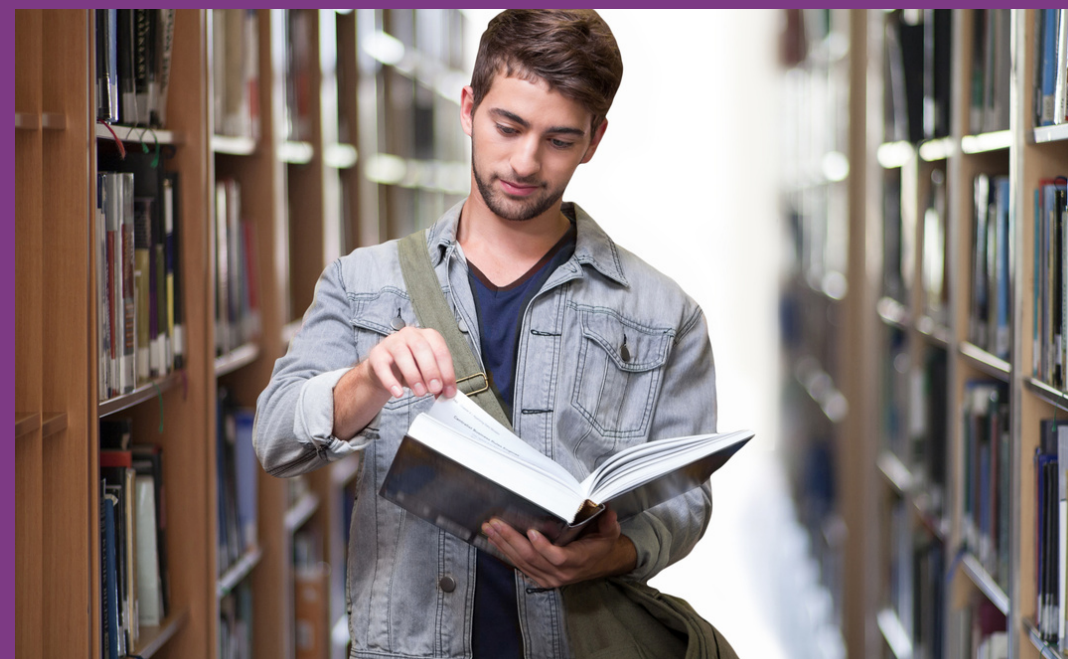


WHAT WE OFFER



Alternative Testing

You have the ability to test in a private room without distractions, for an extended period of time or with extra materials.



Equipment Check Out

We provide audio recorders, online resources for digital textbooks, and Interpreting and CART Services



TSI Accommodations

Take your TSI without a timer, with breaks or use our Accessibility Wizard option.

And much, much more!

(Images L-R: empty classroom, man in library flipping through a book,
instructor teaching a college class)

Some of our most common accommodations are (read from slide). These are only some of our accommodations, as we also support service animals, physical disabilities and temporary accommodations and we are always looking for new resources in order to make every student's experience at TCC more accessible.

MUCH, MUCH MORE...

Classroom Accommodations

- Extended time to complete in-class activities
- Move or change position in class
- Short breaks
- Note taking assistance (recording, transcript, copy of PowerPoint)
- Preferred seating
- Written description of assignments to accompany verbal instructions

So, what is involved in the "much, much more?" Well, (read from slide). There is more to accommodations than simply extra time on exams. We make sure we create an individualized plan for every student that comes to SAR.



The Transition from High School to College

We are available to help you make a smooth transition into college by helping you develop independence and self-advocacy skills.

(Images L-R: Group of nursing students posing for a photo, outside of Trinity River main building, two students working in a computer lab)

We are aware that the transition from high school to college can be new and confusing, but we are available to help everyone make a smooth transition by helping them develop independence and self-advocacy skills.

SAR Self-Advocacy

It is *your* responsibility to request accommodations with SAR on your campus.



While discussing self-advocacy, those students who currently receive accommodations in high school must know that when coming into college it is their responsibility to request accommodations with SAR on their specific campus. The accommodations in high school they receive now do not automatically transition with them to college. They must contact their SAR office in order to get the process started for implementing their accommodations in their classes. Also, these accommodations may look slightly different than they do now in high school. The only difference when it comes to our Dual Credit students is where they can test. Dual Credit students have the opportunity to test in the resource center at the TCC Collegiate High School instead of coming to the SAR office.

Getting Started!

After turning in the initial request form...

- Turn in necessary documentation
- Schedule 1 hour appointment with SAR Coordinator
- Be independent
 - Student led, not parent led (FERPA)
- Talk with Coordinator
 - What accommodations/ modifications did you receive in HS?
 - What do you struggle with during testing/HW/classroom?
 - How does your disability or permanent diagnosis affect your learning?
- Discuss Accommodations
 - Options, Process, Procedures
- Accommodations Letter
 - Give to Instructors



Let's talk about getting started with SAR! The first step is contacting the SAR office or visiting our office on campus and filling out and turning in the initial request form. After that, students will need to turn in the necessary documentation or retrieve this documentation from a doctor or licensed individual. Once that has been approved, they will sit down with our coordinator for a one-hour one-on-one conversation. Parents may join them with the student's verbal consent. This is meant to be a student led conversation, not parent led. They will talk with the coordinator about (read from slide) and discuss accommodations. Afterwards, the coordinator will decide what accommodations are appropriate and create the accommodations letter. This letter must be turned into their college instructors by the student themselves every semester. In order for their accommodations to be implemented, they must hand this letter in to each of their instructors and have them sign it. I know that is a lot of information, and a lot of steps to even get started, but it is an important process and takes some time. It is crucial the students understand that this is their responsibility to get started. We recommend getting this process started approximately 3 weeks before the semester begins. That way their accommodations will be ready by the time the semester starts.

HIGH SCHOOL

1

You're covered by the Individuals with Disabilities Act (IDEA) and Section 504.

3

Individualize Education Program (IEP) and Admission, Review and Dismissal (ARD).

2

Entitlement: You have the right to a free and appropriate public education.

4

Public schools pay for textbooks.

Success is the focus.

Now let's get into the changes from high school to college. In high school, success is the focus, and while success is also a priority in college, access is our main focus when it comes to college students. In high school students are covered under the Individuals with Disabilities Act (IDEA): which is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. They are also covered under Section 504 of the Rehabilitation Act of 1973 which is the first disability civil rights law to be enacted in the U.S. which prohibits discrimination against people with disabilities in programs that receive federal financial assistance Then, finally, the Family Educational Rights and Privacy Act (FERPA) which is a federal law that serves two primary purposes. It gives parents or eligible students more control over their educational records, and it prohibits educational institutions from disclosing personally identifiable information in education records without the written consent of a student. {In high school there is the Admission, Review and Dismissal, or A.R.D, which helps determine whether or not a student is eligible for special education and then develops an IEP. The I.E.P or Individualized Education Program plans that address the individual needs of a child. It considers their strengths, weaknesses, parent concerns, assessment results and areas of academic and developmental needs in order to develop goals. The IEP is at the heart of the IDEA and measurable annual goals are at the heart of each IEP. It is important to note that for the ARD, it must contain the signature of, or otherwise note the attendance of the person licensed in school psychology and/or speech or occupational therapist (because these are the qualified professionals in terms of diagnostics).}

COLLEGE

1

You're covered by the Americans with Disabilities Act (ADA) and Section 504.

3

Standards are not modified. Reasonable accommodations are made to provide access.

2

Eligibility: You must be eligible to receive reasonable accommodations.

4

You buy your own textbooks.

Access is the focus.

When students enter college, they are still covered under Section 504, FERPA and, now, are covered by the Americans with Disabilities Act (ADA): which prohibits discrimination against people with disabilities in several areas, including employment, transportation, public accommodations, and access to state and local government programs and services.



SOCIAL ENVIRONMENT



Time

High School = Managed by parents/guardians and teachers.

College = You manage your own time.



Activities

High School = Teachers and parents/guardians monitor your student activities.

College = You get to choose your student activities.



Support

High School = Support is centralized by school staff, family, and friends.

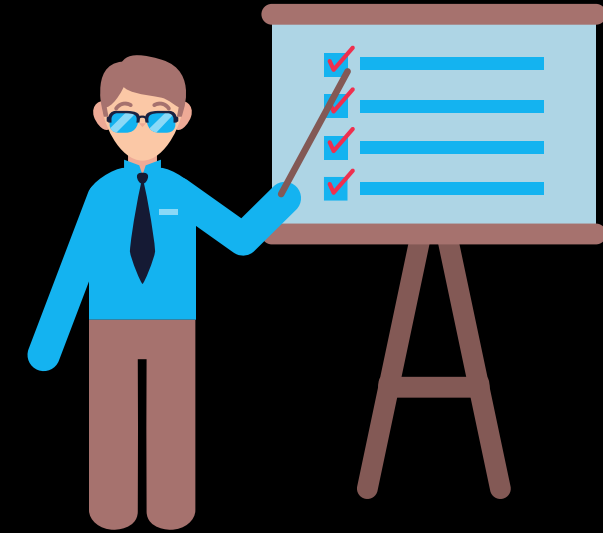
College = Support is available, but you must seek it out.

(Images L-R: A library, a team playing soccer, students putting their fists together)

This brand-new chapter in these students' lives is an exciting one that involves a new social environment allowing them to take charge of the activities they want to take part in, receive support they desire and manage their time and social distractions wisely.

Academic Environment

The most important shift occurs in the classroom



Time

Less time is spent in the classroom and it is your responsibility to learn most of the material, study for exams and complete all projects on your own time.

Responsibility

You are responsible for reaching out to your instructors (or other resources) for extra help, attending all of your classes, balancing your workload and understanding the material.

Exams

Exams require more time studying, include more writing, and grades are based off fewer tasks and larger projects. They may proceed to require more time overall.

Also, a new academic environment where time management is key and taking responsibility for their success at TCC are key.

High School Responsibilities

- Finding students with disabilities and verifying the student's disability.
- Special Education office informs teachers of modifications using the IEP.
- Teachers and parents/guardians remind you of missed assignments and assign homework.
- Parents/guardians and Special Education Office/counselors advocate for you.
- Help is readily available; you do not have to seek it out.

College Responsibilities

- You are responsible for self-identifying as a person with a disability and for providing verification.
- You are responsible for communicating your accommodation needs with faculty using a letter from the SAR Office.
- You are expected to monitor your own class work.
- You must self-advocate with help from the Student Accessibility Resources (SAR) Office.
- You must independently seek help using effective communication skills.

And most importantly, there are new responsibilities that require a choice be made by the student and a plan on how they will manage these new choices on their exciting journey throughout college (give example).

Remember . . .

Reach out to us **BEFORE** the semester starts!

Contact the SAR Office at least 3 weeks before your first day of class to make sure you'll have your accommodations ready on time.



(Image: Outside of Main Building of TCC Southeast Campus)

So, remember here at Tarrant County College we want every student to succeed, and like I mentioned, please reach out to the Student Accessibility Resources office as soon as possible!

Contact Us



Telephone
817-515-3593



Email
se.sar@tccd.edu



Southeast Campus Office
2100 Southeast Pkwy
Arlington, TX 76018
Room: ESED 2302



Students can call or email us during normal business hours and we will be happy to get the conversation started. Feel free to contact us with any questions you all may have, as well.

**thank you &
questions**

