

OZARKS TECHNICAL COMMUNITY COLLEGE

Disability Support Services

Email: disabilityservices@otc.edu
Website: academics.otc.edu/disabilitysupport

SPRINGFIELD CAMPUS

Information Commons East, Room 116
Phone/Teletypewriter: (417) 447-8189

Hours of Operation:
M-TH 7:30 a.m. - 5 p.m.
F 7:30 a.m. - 4:30 p.m.

RICHWOOD VALLEY CAMPUS

LSC 203
Phone: (417) 447-7763

Hours of Operation:
M-TH 8 a.m. - 5 p.m.
F 8 a.m. - 4:30 p.m.

TABLE ROCK CAMPUS

RWP 401
Phone: (417) 447-7794
tablerock.otc.edu/table-rock-disability-support-services/

LEBANON CENTER

RCM 104B
Phone: (417) 447-8932

Hours of Operation:
M-TH 8 a.m. - 5 p.m.
F 8 a.m. - 4:30 p.m.

WAYNESVILLE CENTER

119H
Phone: (573) 774-5061

Hours of Operation:
M-TH 8 a.m. - 5 p.m.
F 8 a.m. - 4:30 p.m.

REPUBLIC CENTER

Phone/Teletypewriter: (417) 447-8189

OTC

UNDERSTANDING THE DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

A Guide for Students with Disabilities

OZARKS TECHNICAL
COMMUNITY COLLEGE

Disability Support Services

LEGAL DIFFERENCES

High School

- Services are provided under IDEA or Section 504, Subpart D.
- An IEP, a written legal document which lays out a student's special education instruction, supports, and services, is mandated and followed.
- The student has a right to an education paid for by the state; therefore, special programs are created to meet their needs.
- Parents are actively involved in planning and decision-making.
- Accommodations are provided to ensure the success of the student.
- School districts are responsible for identifying and evaluating disability at no cost to the student or their family.
- Parents sign documents for the student.
- School personnel may speak freely with parents without the student's consent.

College

- Services are provided under ADA/ADAAA and Section 504, Subpart E.
- There is no IEP at the college level. Rather, a plan is developed which lays out a student's accommodations.
- A college education is a privilege instead of a right; therefore, special programs are not required.
- Students are considered adults and must advocate for themselves. Parents' involvement ceases.
- Accommodations are provided to ensure equal access. Success is the responsibility of the student.
- The student must self-identify and provide appropriate and current documentation based on the college's requirements. The college is not responsible for the cost of evaluations.
- Students sign for themselves.
- The Buckley Amendment/FERPA requires the student give written permission for school personnel to speak with parents, faculty, funding sources, etc.

ACADEMIC DIFFERENCES

High School

- School personnel have the responsibility of trying to shape inappropriate behaviors.
- Shortened and/or modified assignments and exams are often given as accommodations.
- Teachers are asked to adapt their teaching mode to the student.
- Students may be scheduled with resource personnel on a regular basis or come to the resource room as needed.
- Students' studies are directed by special education teachers.
- Special educators inform instructors about a student's accommodation needs.

College

- Students are responsible for their own behavior. Inappropriate behavior will be addressed according to the student handbook.
- All students are expected to complete the same tests and assignments.
- Faculty have academic freedom in regard to the selection, delivery and evaluation of course content.
- Students must initiate requests for disability support services and accommodations.
- Students must have skills to organize, plan, and study independently.
- After accommodations have been determined, the student speaks with their instructors about their accommodation needs.

OTHER DIFFERENCES

High School

- Transportation and mobility assistance are provided by the school.
- Paraprofessionals may be provided to assist with a student's personal care, individualized instruction, and/or behavior management.
- Assistive technology is used minimally.

College

- Transportation and mobility are the responsibility of the student.
- The college is not responsible for providing assistance with personal care, individualized instruction, and/or behavior management.
- Assistive technology is available for student use and encouraged to increase access and independence.

More information about the transition to college can be found at:

Missouri AHEAD College Guidebook

<https://moaheadotorg.files.wordpress.com/2014/11/2010-missouri-ahead-college-guidebook.pdf>

Missouri Vocational Rehabilitation Transition Brochure

<https://dese.mo.gov/files/vr-transitionstevensrev8-19pdf>

MPACT Missouri Transition Resources

<http://missouriparentsact.org/wp-content/uploads/2015/11/TransitionResources-FS-7.2014.pdf>