

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.
- Deaf/Hard of Hearing students have interpreting services provided.

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.
- Deaf/Hard of Hearing students must request interpreting services.

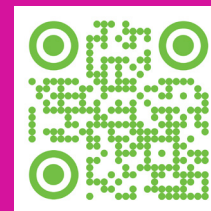
Other Differences

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.



Find more information at academics.otc.edu/disabilitysupport

More information on transition to college can be found by searching online for:

- Missouri AHEAD College Guidebook
- Missouri Vocational Rehabilitation Transition Brochure
- MPACT Missouri Transition Resources

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.
- Deaf/Hard of Hearing students have interpreting services provided.

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.
- Deaf/Hard of Hearing students must request interpreting services.

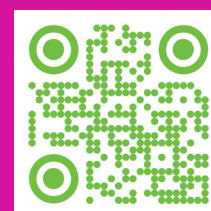
Other Differences

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.



Find more information at academics.otc.edu/disabilitysupport

More information on transition to college can be found by searching online for:

- Missouri AHEAD College Guidebook
- Missouri Vocational Rehabilitation Transition Brochure
- MPACT Missouri Transition Resources

SPRINGFIELD CAMPUS

Information Commons East, Room 116
Phone/TTY: (417) 447-8189
Fax: (417) 447-8194

RICHWOOD VALLEY CAMPUS

Life Science Technology Center, Room 206
Phone: (417) 447-7763
Fax: (417) 447-7754

TABLE ROCK CAMPUS

Robert W. Plaster Free Enterprise Center,
Room 401
Phone: (417) 447-7794

LEBANON CENTER

Phone: (417) 447-8189

WAYNESVILLE CENTER

Phone: (417) 447-8189

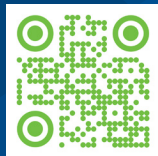
REPUBLIC CENTER

Phone: (417) 447-8189

Hours of operation may vary by location.

CONTACT US:

disabilityservices@otc.edu
academics.otc.edu/disabilitysupport



The mission of Disability Support Services is to collaborate with faculty, staff, students and the community to encourage a college environment in which individuals are viewed on the basis of ability, not disability.

A GUIDE TO: Understanding the Differences Between High School and College For Students with Disabilities



**OZARKS TECHNICAL
COMMUNITY COLLEGE**
Disability Support Services

SPRINGFIELD CAMPUS

Information Commons East, Room 116
Phone/TTY: (417) 447-8189
Fax: (417) 447-8194

RICHWOOD VALLEY CAMPUS

Life Science Technology Center, Room 206
Phone: (417) 447-7763
Fax: (417) 447-7754

TABLE ROCK CAMPUS

Robert W. Plaster Free Enterprise Center,
Room 401
Phone: (417) 447-7794

LEBANON CENTER

Phone: (417) 447-8189

WAYNESVILLE CENTER

Phone: (417) 447-8189

REPUBLIC CENTER

Phone: (417) 447-8189

Hours of operation may vary by location.

CONTACT US:

disabilityservices@otc.edu
academics.otc.edu/disabilitysupport



The mission of Disability Support Services is to collaborate with faculty, staff, students and the community to encourage a college environment in which individuals are viewed on the basis of ability, not disability.

A GUIDE TO: Understanding the Differences Between High School and College For Students with Disabilities



**OZARKS TECHNICAL
COMMUNITY COLLEGE**
Disability Support Services