Understanding the differences between being a student who receives services under special programs in high school and being a college student with a disability requires an understanding of the federal laws that govern each institution.

From infancy to the age of 21, children with disabilities are protected under the Individuals with Disabilities Act (IDEA) of 1973. Postsecondary students are covered under the Americans with Disabilities Act (ADA) of 1990.

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applicable Laws</strong></td>
<td><strong>Applicable Laws</strong></td>
</tr>
<tr>
<td>n Section 504, Rehabilitation Act of 1973.</td>
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</tr>
<tr>
<td>n I.D.E.A. is about success in school.</td>
<td>n A.D.A. is about access to what is available at college.</td>
</tr>
<tr>
<td><strong>Self-Advocacy</strong></td>
<td><strong>Self-Advocacy</strong></td>
</tr>
<tr>
<td>n Student is identified by the school and is supported by parents and teachers.</td>
<td>n Student must self-identify to the Office of Disability Services.</td>
</tr>
<tr>
<td>n Primary responsibility for arranging accommodations belongs to the school.</td>
<td>n Professors are open and helpful, but most expect student to initiate contact if assistance is needed.</td>
</tr>
<tr>
<td>n Teachers approach student if they believe assistance is needed.</td>
<td>n Primary responsibility for self-advocacy and arranging accommodations belongs to the student.</td>
</tr>
<tr>
<td><strong>Parental Role</strong></td>
<td><strong>Parental Role</strong></td>
</tr>
<tr>
<td>n Parent has access to student records and can participate in the accommodation process.</td>
<td>n Parent does not have access to student records without student’s written consent.</td>
</tr>
<tr>
<td>n Parent advocates for student.</td>
<td>n Student advocates for self.</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td>n Teachers may modify curriculum and/or alter curriculum pace of assignments.</td>
<td>n Professors are not required to modify, design or alter assignment deadlines.</td>
</tr>
<tr>
<td>n Student is expected to read short assignments that are then discussed and often re-taught in class.</td>
<td>n Student is assigned substantial amounts of reading and writing which may not be directly addressed in class.</td>
</tr>
<tr>
<td>n Student seldom need to read anything more than once, sometimes listening in class is enough.</td>
<td>n Student needs to review class notes, text and material regularly.</td>
</tr>
<tr>
<td>n Attendance is taken and reported.</td>
<td>n Should attendance be taken a student can be dropped for missing too many classes.</td>
</tr>
</tbody>
</table>
### High School

**Grades and Tests**
- I.E.P. or 504 Plan may include modifications to test format and/or grading.
- Testing is frequent and covers small amounts of material.
- Makeup tests are often available.
- Teachers often take time to remind student of assignments and due dates.

**Student Responsibilities**
- Tutoring and study support may be a service provided as part of an I.E.P. or 504 plans.
- Tutoring is provided by specially trained teachers or staff.
- Student time and assignments are structured by others.
- Student may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.
- Personal care services (assistance with getting to class, etc.) are required.

**Required Documentation**
- I.E.P. (Individualized education Plan) and/or 504 Plan.
- School provides evaluation at no cost.
- Documentation focuses on determining whether a student is eligible for services based on specific disability categories in I.D.E.A.

### College

**Grades and Tests**
- Grading and test format change (i.e. multiple-choice vs essay) are generally not available.
- Testing is usually infrequent and may be cumulative, covering large amounts of material.
- Make up test are seldom an option; if they are, student needs to request them.
- Professors expect student to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of student, when it is due, and how student will be graded.

**Student Responsibilities**
- Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students.
- Tutoring is provided by peers rather than teachers who are trained in special methods.
- Student manages their time and completes assignments independently.
- Student needs to study at least 2 to 3 hours outside of class.
- If personal care services are necessary, the student needs to arrange them.

**Required Documentation**
- High School I.E.P. and 504 are not always sufficient documentation.
- Documentation guidelines specify information needed for each category of disability.
- Students must get evaluation at own expense.
- Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.

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**For More Information**

Accommodations Office  
Student and Community Service Center  
801 Campus Drive  
Garden City, KS 67846

Kari Adams  
*Coordinator of Accommodations*  
Email: kari.adams@gcccks.edu

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For an appointment call:  
**620-276-9638**

Office Hours:  
**Monday-Friday, 8 a.m. to 5 p.m.**