

Transition from High School to University

Students with disabilities often face additional transitional changes at the postsecondary level.

	High School	University
PRIMARY LEGISLATION	Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.	Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990.
ASSESSMENT	School conducts assessment and provides student with documentation of disability.	Student must provide current documentation of disability by a qualified professional.
SERVICES AND MEETINGS	School initiates services and sets up meetings for student (e.g., IEP, 504).	Student initiates requests for services, accommodations and meetings with university staff.
EDUCATIONAL GOALS	School often creates and monitors progress for student.	Student develops and monitors own progress.
COURSE WORKLOAD	May be modified.	Will not be modified.
HOMEWORK	May consist of one to two hours of study time per day, much of it done in class.	Student can expect to study two to three times the number of hours spent in class per week.
READING	Requirements for classes may be done with minimal outside work.	College is a reading-intensive environment—analytical skills are required.
ACCOMMODATIONS	Determined by broader educational and legal mandates.	Determined by impact of disability, qualified individual and based on individual need.