

# *Transition from High School to University*

Students with disabilities often face additional transitional changes at the post-secondary level.

<b>PRIMARY LEGISLATION</b>	<b>ACCOMMODATIONS</b>	
	<b>High School</b> Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.	<b>University</b> Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990.
<b>ASSESSMENT</b>	School conducts assessment and provides student with documentation of disability.	Student must provide current documentation of disability by a qualified professional.
<b>SERVICES AND MEETINGS</b>	School initiates services and sets up meetings for student (e.g., IEP, 504).	Student initiates requests for services, accommodations, and meetings with university staff.
<b>EDUCATIONAL GOALS</b>	School often creates and monitors progress for student.	Student develops and monitors own progress.
<b>COURSE WORKLOAD</b>	May be modified.	Will not be modified.
<b>HOMEWORK</b>	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.
<b>READING</b>	Requirements for classes may be done with minimal outside work.	College is a reading-intensive environment—analytical skills are required.

Determined by impact of disability,  
qualified individual, and essential  
components of course.