



Transition from High School to College
Students with disabilities often face additional transitional changes at the postsecondary level.

	High School	College
<u>PRIMARY LEGISLATION</u>	★ 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
<u>ASSESSMENT</u>	★ School conducts assessment and provides student with documentation of disability.	★ Student must provide current documentation of disability by a qualified professional.
<u>SERVICES AND MEETINGS</u>	★ School initiates services and sets up meetings for student (e.g., IEP, 504).	★ Student initiates requests for services, accommodations and meetings with university staff.
<u>EDUCATIONAL GOALS</u>	★ School often creates and monitors progress for student.	★ Student develops and monitors own progress.
<u>COURSE WORKLOAD</u>	★ May be modified.	★ Will not be modified.
<u>HOMEWORK</u>	★ 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.
<u>READING</u>	★ Requirements for classes may be done with minimal outside work.	★ College is a reading-intensive environment—analytical skills are required.
<u>ACCOMMODATIONS</u>	★ Determined by broader educational and legal mandates.	★ Determined by impact of disability, qualified individual and based on individual need.