

Transition from High School to College

Duke University follows the guidelines of the Americans with Disabilities Act. Once enrolled in college, students move from the protection of Public Law 94-142 to protection under the Americans with Disabilities Act of 1990. The following chart highlights the differences.

High School	College
Applicable Laws: <ul style="list-style-type: none"> • I.D.E.A • Section 504 • Rehabilitation Act 	Applicable Laws: <ul style="list-style-type: none"> • Americans with Disabilities Act (ADA) • Section 504 • Rehabilitation Act
Required Documentation: <ul style="list-style-type: none"> • I.E.P. (Individual Education Plan) • 504 Plan • School provides evaluation at no cost to the student • School conducts evaluations at prescribed intervals 	Required Documentation: <ul style="list-style-type: none"> • Varies according to the disability. • I.E.P and 504 plans alone are not sufficient. • Documentation must include a written report describing the impairment, a diagnosis and all test results and/or medical information used to arrive at the diagnosis. If the documentation is incomplete or not current, the student is responsible for obtaining and submitting additional documentation. • Student must get evaluation at own expense.
Student Role: <ul style="list-style-type: none"> • Student is identified and supported by parents/teachers • Primary responsibility for accommodations belongs to the school. 	Student Role: <ul style="list-style-type: none"> • Student must self-identify to the Disability Management System—Student Access Office (SAO). • Students wishing to request accommodations must follow SAO policies and procedures.
Parental Role: <ul style="list-style-type: none"> • Parents have access to student records and participate in the accommodation process. • Parents advocate for students. 	Parental Role: <ul style="list-style-type: none"> • It is the student’s responsibility, not the parent’s, to request and arrange his or her own accommodations. Students advocate for themselves, with support of the SAO as needed.
Teachers/Professors: <ul style="list-style-type: none"> • Teachers may modify curriculum and/or alter pace of assignments. • Teachers use a multi-sensory approach. • Weekly quizzes, midterms, finals, and frequent graded assignments provide students with an on-going indication of their academic progress. Teachers arrange regular parent/teacher/student conferences to report and discuss student’s progress. • Attendance is taken and reported. 	Teachers/Professors: <ul style="list-style-type: none"> • Professors are not required to modify the fundamental nature of a program. • Professors tend to rely on lecture and may or may not use a multi-sensory approach. • Grades are generally based on fewer tests and assignments and students must independently monitor their learning in the course on a frequent and regular basis. Students are responsible for requesting and arranging individual conferences with their professors. • Responsibility for class attendance rests with the individual student, and since regular and punctual class attendance is expected, the student must accept the consequences of failure to attend.
Grades: <ul style="list-style-type: none"> • Grades may be modified based on curriculum. 	Grades: <ul style="list-style-type: none"> • Grades reflect the quality of work submitted.